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GUIDE BOOKS TO ENGLISH

Book One

BY

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SILVER, BURDETT AND COMPANY

BOSTON NEW YORK CHICAGO

Edge T 759, 12, 410

HARVARD UNIVERSITY
DIVISION OF
GRADUATE EDUCATION

May 17, 1930

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C

PREFACE

THE aim of language instruction to young children should be to secure fluent and accurate expression of thought, both oral and written. Its steps are three: —

1. Arousing thought and the desire to express it, by giving an abundance of interesting matter to think and talk and write about.

2. Encouraging the children to express their thoughts freely, both orally and in writing.

3. Giving them a working knowledge of the principles of correct expression.

The first of these steps requires an abundance of "food for thought." This must be good food, natural food, appetizing food. Its natural sources are the whole of the children's environment, material and spiritual, — the world of nature about them; the world of the imagination, especially as manifested in literature and the other arts; the world of men and women of the present and the past; the games and common activities of their own daily lives, and, in particular, life in the school. The studies of the school curriculum furnish the best and the most available material for language instruction. With this bountiful supply ready at hand, teachers and text-books waste time and scatter interest by going continually afield and bringing in unrelated material to serve as "language-lessons."

The second step follows naturally. If thought has been roused through interest, the desire to express is sure to follow. This desire should be encouraged to the fullest extent. In the earlier stages, freedom and fluency should be culti-

vated continually, and little check should be placed upon the flow of expression.

If interest is keen, thought active, and expression untrammelled by fear of correction, the necessary instruction in principles follows easily and naturally, and is effective.

Without these essentials, all attempts to teach "language" are efforts to make bricks without straw, and are formal and barren. The children's minds are burdened with many verbal statements of rules and definitions, but the language they use goes on in the same old ways of meager vocabulary, inaccuracy, and error.

Much oral expression should always precede written work; indeed, in the earlier years it should receive the major share of attention and time, inasmuch as we talk much more than we write, and commonly much more inaccurately.

Children learn to use good English, first, through hearing and reading good English, and, second, through using it.

The sources of their first knowledge of correct form are the correct speech of their teachers and others with whom they converse, and the good literature that they read. In the language lesson the literature is necessarily the chief reliance. Much reading prepares the children's minds for the study of form. This study at first should consist in observing definitely the correct forms used, and afterward in a statement of the principles discovered.

The forms thus learned become the children's own for habitual use through much practice. This practice should include the reproduction of good models, retelling and re-writing stories and descriptions while they are fresh in mind from reading. It should include also an infinite amount of free but correct expression by the children of their own thoughts, both orally and in writing. Much and varied observation and much and varied expression are the two essentials of the formation of correct habits of speech.

Young children, in studying the elements of language, whether words or combinations of words, should study functions only.

The functions of words, *what they do* in expressing thought, should first be carefully studied in literature, and the knowledge thus gained should be constantly utilized in practice. This will enrich reading and enlarge the vocabulary of the reader.

The "grammar" in this book is purely functional. No attempt is made, for instance, to define a sentence, because a comprehensible definition that is *true* is impossible at this stage of development. But the *functions* of sentences, *what they do*, may be taught, and should be known by those who use them.

The principles above outlined the authors have endeavored to follow in the preparation of this book, as is shown in the following TWELVE FEATURES:—

METHOD

1. *The study* of the principles of language expression is wholly *inductive*, based upon use in literature and in practical affairs. Hence—

2. *Material for thought and expression* receives first emphasis.

3. This *material* is *abundant*, is *varied*, and is *organised* so as to produce definite results.

SOURCES OF MATERIAL

4. *Good literature* is constantly used for *study as literature*, and as the source of the principles taught.

5. *Choice pictures* are utilized both for arousing thought and for cultivating taste.

6. *The school course of study* is much used in lessons, suggesting to teachers the most convenient and natural source of language material.

7. *Connected series of lessons* from history, geography, and nature study develop *continuous and logical thinking and variety in expression*.

8. *The correlation of different subjects*, as history, nature, and literature, with language as a center, shows how time may be saved with a rich curriculum and children trained to think relations.

9. The *expressive activities* suggested in many lessons are one of the very best means known for rousing interest and clarifying thought. They recognize the value of *motor activity* in stimulating brain activity, now universally acknowledged. They make clear impressions, and *clear impression* is essential to *clear expression*.

The constructing of things has opened to many children whole territories of knowledge and comprehension before unknown. This is especially noticeable in children of foreign parentage, who naturally are deficient in English vocabulary. To them, indeed, the thing made is often the one key that unlocks the door of expression.

These exercises are not play. They are not merely "manual training." They are interesting means for developing efficient thinking and adequate language power. The exercises here given have all been successfully used in the classroom.

FORM OF EXPRESSION

10. *Letter writing* is given unusually full treatment. This is the most generally used form of written expression; for many it is the only form.

11. The *mechanics* of literary expression, as punctuation, capitalization, paragraphing, are treated systematically and simply.

12. *Oral expression* receives unusual emphasis, because people talk vastly more than they write, and correct speech is the universally recognized proof of a cultivated mind.

The grading of material to suit all conditions is, of course, impossible. Teachers, however, who find any particular literary selection better adapted to some other place in the schedule than that indicated in the book, will find an interchange of matter not difficult.

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DIVISION OF BOOK ONE BY YEARS

1. For graded schools in which the language book is introduced in the third year :

Third Grade, Chapters I-L.

Fourth Grade, Chapters LI-XCVII.

Fifth Grade, Chapters XCVIII to end.

2. For graded schools in which the book is introduced in the fourth year :

Fourth Grade, Chapters I-LXIV.

Fifth Grade, Chapters LXV to end.

In the former arrangement, the seasons of the year are followed quite closely.

Under either arrangement the technical lessons have been so placed that chapters especially adapted to a particular season, as Thanksgiving, may be used at the appropriate time without disturbing the continuity of treatment.

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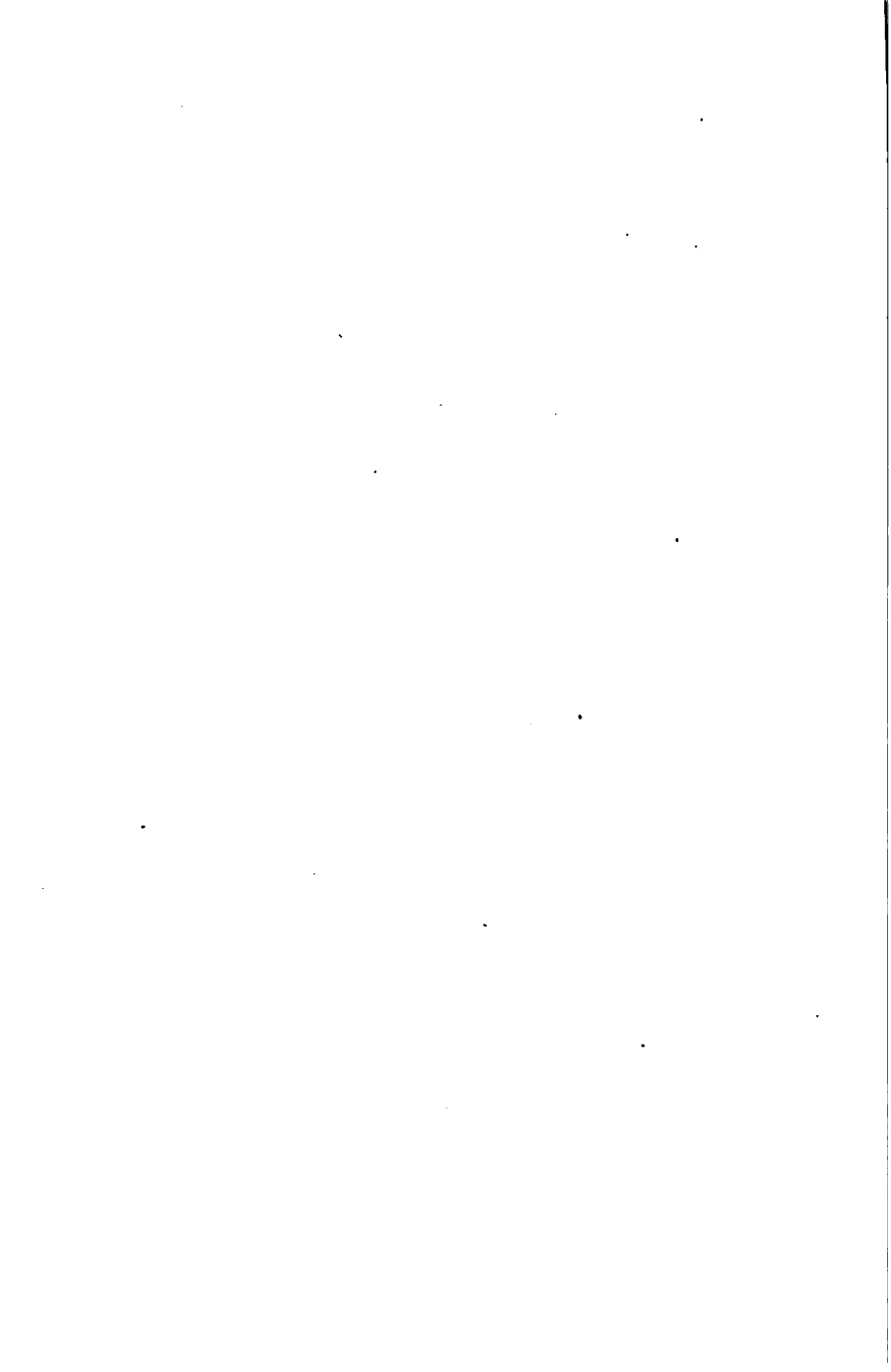
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GUIDE BOOKS TO ENGLISH

BOOK ONE



Geo. Tron.

SCHOOL IN BRITTANY.

GUIDE BOOKS TO ENGLISH

BOOK ONE

I

A SCHOOL IN BRITTANY

A Picture Lesson

Conversation :—

Look at the picture.

Talk about this picture with your teacher in class.

Tell all the different things you can see in it.

How many children are there?

How old do you think the tallest one is?

Which do you think is the youngest?

How old do you think she is?

What do you see in the picture that you do not have in your schoolroom?

What do you have in your schoolroom that you cannot find in the picture?

What is the tall girl doing?

What is the little girl by the teacher doing?

Tell what each of the others is doing.

Give names to the children.

Do you always stand as straight as the little girl in the front of the picture?

Would you like to go to such a school? Why?

II

THE CITY MOUSE AND THE COUNTRY MOUSE

The city mouse lives in a house ;
The garden mouse lives in a bower.
He's friendly with the frogs and toads,
And sees the pretty plants in flower.
The city mouse eats bread and cheese ;
The garden mouse eats what he can ;
We will not grudge him seed and stocks,
Poor little timid, furry man.

— CHRISTINA G. ROSSETTI.

Read the poem and then talk about it in class.
Which mouse has more friends ?
Which has better things to eat ?
Which would you rather be ? Why ?

III

THE STRAW, THE COAL, AND THE BEAN

To the Teacher. — See note A, page 298.

Read this story and then tell it : —

Once upon a time there was an old woman who lived in a village. One day she went into her garden to gather some beans for her dinner.

She had a good fire, but to make it burn more quickly, she threw on a handful of straws.

As she poured the beans into the pot to boil, one of them fell on the floor not far from a Straw that was lying near.

Suddenly a glowing Coal bounded out of the fire and

fell close to them. They both started away, and each cried out, "Dear friend, don't come near me till you are cooler. What brings you out here?"

"Oh," replied the Coal, "the heat made me so strong that I was able to leap from the fire. Had I not done so, my death would have been certain and I should have been burned to ashes by this time."

"Then," said the Bean, "I have escaped being scalded to death, for had the old woman put me into the pot with my comrades, I should have been boiled to broth."

"I might have been burned," said the Straw, "for all my brothers were pushed into the fire and smoke by the old woman. She packed sixty of us in a bundle, but I slipped through her fingers."

"Well, now, what shall we do with ourselves?" asked the Coal.

"Why not," answered the Bean, "travel away together to some more friendly country?"

The two others agreed to do this, so they started on their journey.

After traveling a little distance, they came to a stream over which there was no bridge. They were puzzled to know how to get over to the other side.

Then the Straw said, "I will lay myself across the stream, so that you two can walk upon me, as if I were a bridge."

So the Straw stretched himself from one shore to the other. The Coal tripped out quite boldly on the newly built bridge. But when he reached the middle of the stream and heard the water rushing under him, he was frightened. He stood still and dared not move a step farther.

Then a sad thing happened. The Straw was scorched in the middle by the heat in the Coal. He broke in two from the weight of the Coal and fell into the brook. The Coal, with a hiss, slid after him into the water.

The Bean had stayed behind on the shore. When she saw what had happened, she laughed so hard that she burst.

She would have been worse off than her comrades had not a tailor come along to rest by the brook. He noticed the Bean, and being a kind-hearted man he took a needle and thread out of his pocket.

Taking up the Bean, he sewed her together. She thanked him very much.

He had only black thread with which to sew the Bean, so ever since that time some beans have black marks down their backs.

—From GRIMM'S *Fairy Tales*.

IV

TWO MOTHERS AND THEIR FAMILIES

Conversation:—

What are the mother and the child talking about?

Who is feeding the mother hen and her chicks?

What do you think the little girl's mother is telling her?

Which gets most of the food, the mother hen or the chicks?

Why do you think the mother hen has just called her chicks?



TWO MOTHERS AND THEIR FAMILIES

GARDNER

What do you think the chicks are eating?
Does the mother hen love all the chicks?
Does she know that two of them are not eating?
Could you love so large a family?

Oral Exercise:—

Tell a story about what you think the mother and the child are saying to each other.

V

PROVERBS AND SAYINGS

The Sentence — Capital and Period

Read:—

A stitch in time saves nine.
Time and tide wait for no man.
It is a long road that has no turning.
All work and no play makes Jack a dull boy.
All is not gold that glitters.
Many hands make light work.
A rolling stone gathers no moss.
It is never too late to mend.

Each of these sayings is a sentence.

Each sentence tells something.

To tell something is to make a statement.

Talk about these sayings in class.

Tell what each one means.

With what kind of letter does each one begin?

What mark is placed at the end of each ?

Find other sentences in your language book or reader.

To the Teacher. — Do not attempt to frame a definition of a sentence, but discuss the children's selections with them and make sure that only sentences are chosen.

VI

(1)

GUESS

Read: —

Cover and case, close locked together,
Filled with a curious kind of feather;
Open the box — you'll need no key —
Oh! pretty green case, did you grow for me?
"Twas only the other day I said,
"I must make my dolly a feather bed;"
And here is the softest, fluffiest stuff,
Silky and white and plenty enough.

What is it?

Conversation: —

What do the first two lines of the poem describe ?

What does the third line tell you to do ?

Which line asks a question ?

Who is talking ?

What is she talking to when she asks the question ?

What did the little girl say she must do ?

Which two lines describe what she was going to use ?

What is it that is *softest, fluffiest, silky, and white?*

Why did the little girl think the seeds would make a good feather bed for her dolly?

To the Teacher. — See note B, page 298.

Expressive Activities : —

Illustrate by free-hand cutting out of paper, or by painting with ink or water colors, the following pictures : —

“The cover and case, close locked together.”

The little girl opening the box.

The little girl filling the doll's feather bed.

The milkweed plant scattering its seeds.

The little girl making her dolly a bed.

(2)

THE MILKWEED POD

Making Sentences

Memorize : —

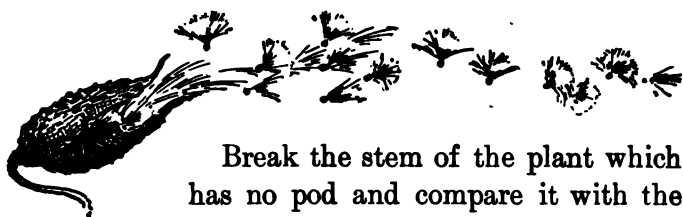
Dainty milkweed babies
 Wrapped in cradles green,
 Rocked by Mother Nature,
 Fed by hands unseen.

Conversation and Observation : —

Have you seen milkweed growing? When? Where?

Visit the place, if possible, and bring to the schoolroom two or three plants.

If you can, get plants with leaves, flowers, and pods.



Break the stem of the plant which has no pod and compare it with the broken stem of one with pods. Which has little or no "milk" ?

Why has one plant used more milk than the other ?

Watch carefully for several days and see which plants become dry first.

Why are the stems and leaves of the plants with pods turning yellow and brown ?

Hang a ripe pod in the schoolroom for two or three days and watch it as it discharges its seeds.

Where did the pod open first ?

What makes the seeds come out of the pod ?

What helps to carry them away ?

Make sentences in answer to the above questions.

Read and tell :—

Little Effie had never seen a milkweed pod. One day her big cousin Jack



THE MILKWEED PLANT

gave her one. It was dry and yellow. Effie broke it open and the seeds began to fly through the air. "Oh," cried Effie, clapping her hands, "see the pretty white wings! I think these must be plant angels!"

VII

HOPSCOTCH

Capital and Period

Draw on paper or on the blackboard a diagram of a game of hopscotch.

Write in the diagram what each space is called.

Conversation:—

How many people can play the game?

What makes a good player? Who wins?

Is an umpire necessary?

Give rules for playing the game.

Expressive Activities:—

Illustrate on the sand table or blackboard, or with brush and water colors, a game of hopscotch, or some other game that you play.

Written Exercise:—

Write on the blackboard sentences giving the rules of the game.

After your teacher has said that they are correct, copy them in your notebook.

To the Teacher.—Any other game that the children play may be substituted.

Write a description of a game that you have played, referring to your diagram.

Write a sentence in answer to each of these questions:—

With what kind of letter do you begin each sentence?

What mark do you put at the end?

Count and read the sentences in your description. Arrange them in the best order.

The Notebook

Each member of the class should have a notebook for language lessons alone.

Write on the first page of your notebook your full name, the name of your school, of the town or city you live in, and the day of the week, the month, and the year on which you begin to use it. Choose a verse and write it on the title-page as a motto.

Here is the title-page of a student's notebook:—

Helen Hill Aldrich

Longfellow School, Portland, Maine

Monday, March 11, 1912

When Duty whispers low, "Thou must,"
The youth replies, "I can."

—EMERSON.

VIII

THE CARPENTER

Arranging Sentences

Visit a carpenter's shop, if you can, and see how he does his work.

Conversation : —

What does the carpenter do ?

Where does he work ?

Name as many of the tools he uses as you can.

What has the carpenter done for you ?

Name all the things you can, made by the carpenter, that we could not get along without.

If there were no carpenters, what would we have to do without ?

Which is more useful, the carpenter or the blacksmith ? Why ?

Which would you rather be ? Why ?

Describe a carpenter's shop.

Describe some of the carpenter's tools.

Tell all you can about the carpenter and his work.

If you have ever seen a carpenter make anything, tell how he made it.

Tell the story of your visit to the carpenter's shop.

Expressive Activities : —

Make models of as many carpenter's tools as you can, and fit up a carpenter's shop on the sand table.

Written Exercise : —

Give sentences about the carpenter for the teacher to write on the blackboard. Discuss them. Arrange them in the best order and copy them.

IX

A FLOWER AND ITS STORY

Capitals beginning Sentences

(1)

THE SUNFLOWER

Conversation : —

Did you ever see a sunflower? Where? Describe it.

Paint a picture of it.

If you can find one growing, watch it several times during a bright, sunny day and see in what different directions the flowers face. Can you tell why they face in different directions?

If you cannot watch a flower growing, your teacher will tell you about it.

If some one can bring a blossom with its stalk into the class, you can study it and paint a picture of it, but you cannot see from this the most interesting thing about the sunflower, which is that it turns its face toward the sun.

Plant sunflower seeds in your own garden or your school garden and watch the growth of the plants.

(2)

THE STORY OF CLYTIE

[To be read to the children by the teacher.]

Clytie was a lovely water nymph. She was tall and slender, with soft black eyes and golden hair. She loved the glorious sun god Apollo. Day after day, from morning until evening, she would stand upon the shore of a beautiful lake and gaze upon the face of the god as he rode through the heavens in his shining golden chariot, turning her face slowly as he passed from east to west.

Apollo loved the gentle Clytie and used to look down upon her and warm her heart with his smile, but he could not come to her, for he must guide his fierce horses through the sky.

At length the maiden grew wan and thin and was slowly wasting away. So Apollo in pity decided to change her into a flower which could stand all day and gaze upon him without suffering. So her feet became roots, growing fast in the ground; her slender body was changed to a long, slender stem; her eyes became the center of the flower, and her yellow curls, a golden fringe of petals; and Clytie was a flower.

This is why the sunflower all summer long stands upright in the garden and turns her face toward the sun as he passes from east to west.

Tell the story, as many telling as possible, using the "guide words." Be sure to tell about:—

1. { Who Clytie was.
Her love for Apollo.

2. Apollo's love for her.
3. How Apollo changed her.
4. The sunflower and the sun.

Guide Words

To the Teacher. — See note C, page 298.

Clytie	roots	wan	turning
slender	fringe	flower	fierce
sun god	lovely	stern	pity
heavens	golden	petals	suffering
loved	Apollo	nymph	center
maiden	chariot	glorious	upright
change	smile	gaze	

(3)

Conversation : —

Do you think that Apollo was kind to Clytie?

Do you think Clytie was happier as a sunflower than as Clytie?

Did you ever see eyes in the sunflower? If you ever do, think of Clytie.

(4)

Read the first two sentences in "The Story of Clytie." Whom do they describe? Let one pupil copy them upon the blackboard, while the rest watch, ready to make corrections if needed.

Look at different sentences in the story.

With what kind of letter do they all begin?

Write in your notebooks : —

Every sentence begins with a capital.

What mark is placed after the sentences in the story?

Make a definition for the use of the period.

X

THE NEW WHIP

Sentences that make Statements — the Period

(A person who takes care of hunting dogs is often called a "whip.")

Conversation : —

Do the dogs love their New Whip?

How do you know?

Do you think they fear the whip in her hands?

How should animals be treated?

What kind of dogs are these?

What is the New Whip wearing?

Why does she wear the big cap and coat?

Have you ever seen a picture of a hunt?

Find a story about a dog and tell it in class.

Written Exercise : —

Make together a story about the picture, each one giving a sentence for the teacher to write on the blackboard.

Arrange the sentences in the best order and copy them in your notebooks.

To the Teacher. — Discuss the sentences with the class. Encourage the pupils to tell why they are sentences. Do not attempt definitions yet.



THE NEW WHIP

BARBER

Tell what these sentences do. After you have talked about it with the teacher and the class, let each write on the blackboard what sentences do. Choose the best statement or make together a new one and copy it.

Write in your notebooks : —

1. Sentences make statements.

You will learn later of other things that sentences do.

What mark is placed after these sentences?

Write in your notebooks : —

Periods are placed after sentences that make statements.

XI

GUESSING GAME

Arranging Sentences

Guess what I am : —

I make my own blanket.

It is not made of wool.

It is finely woven.

I sleep all winter in my blanket.

I am not a bud.

I awake in the spring.

I love the sunshine.

I like honey.

I am not a bee.

I have four beautiful wings.

Now tell what I am.

Make other guessing games like this.

Write sentences for your game upon the black-board. When the class and the teacher have decided

which is the best arrangement of sentences, copy them on paper or in your notebooks.

Make other games describing animals or things without life.

XII

THE HARE AND THE TORTOISE

Quotation Marks

Read: —

There was a great, brown, ugly tortoise who lived under the leaves in a wood. He was flat and broad and awkward. His legs were short, so that he could not run fast. But he was patient, and when he started to go to any place, he kept right on till he got there.

One day the tortoise was lying in the sunshine, enjoying a quiet nap. Along came a hare, taking great leaps with his long legs. When he saw the tortoise, he stopped and said, "Oho! here is that clumsy tortoise. I will have some fun."

So he called out, "Wake up, tortoise, and I'll run you a race to the oak tree at the other end of the wood."

"Who will be the judge?" said the tortoise, sleepily.

"Here comes the fox. He will be the judge," said the hare.

Then they started. Soon the hare had left the tortoise out of sight. "I have time enough. I think I will rest awhile," he said. So he lay down under a tree and fell asleep.

The tortoise came on slowly and passed the sleeping hare. He would not rest until he reached the oak tree.

After a time the hare waked up, and, seeing the tortoise nowhere, hurried on to the goal. But there was the tortoise already, sitting in the sun talking with the fox. The fox said to the hare, "The tortoise has won the race while you were sleeping."

After you have read the story, tell it, using the guide words. Be sure to mention these things:—

1. What the tortoise was like.
2. What the hare did.
3. The conversation.
4. The race.
5. The result.

Guide Words

ugly	waked	slowly	clumsy
patient	tortoise	hurried	judge
leaps	enjoying	already	reached
race	Oho	awkward	goal

Conversation and Written Exercise :—

Tell what you think of each of the animals.

What does this fable mean ?

How many sentences are there in the fable ?

Copy the first four.

Find words in the story that describe the hare ; the tortoise.

Tell what two things prevented the hare from winning the race.

Copy all of the things that the hare said.

Copy all of the things that the tortoise said.

Notice the marks that inclose what each one said. They are called **quotation marks**.

The first word of a direct quotation should begin with a capital letter.

Choose characters and tell the story as a dialogue.

Expressive Activities : —

Illustrate either by painting, cutting, or modeling : —

The hare and the tortoise starting in the race.

The hare resting under the trees.

The hare taking a nap.

The tortoise at the goal and the hare running to catch up.

XIII

THE CIRCUS

Making Sentences

(1)

THE PARADE

Conversation : —

Did you ever see a circus parade ?

Tell when and where you saw it.

Was it a fine parade ?

What animals did you see in it ?

What part of the parade did you like best ?

Why ?

Why do you like a circus parade ?



What parades have you seen besides the circus parade? Tell about one of these: —



- A policemen's parade.
- A firemen's parade.
- A soldiers' parade.
- A Labor Day parade.
- A Fourth of July parade.

Expressive Activities: —

Illustrate on the blackboard some of the things you saw in the circus parade.

(2)

THE CIRCUS

Conversation: —

Which would you rather do, see the parade or go to the circus? Why?



Give five sentences about the elephant.

Did you ever play circus ?

Tell when, where, and how you played circus.

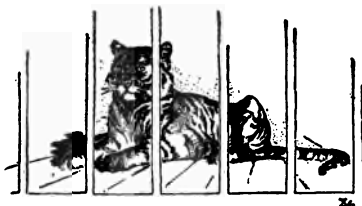
Tell about the circus.

Written Exercise : —

Write the names of all the animals you saw at the circus.

Expressive Activities : —

Tell the story of all you saw at the circus by cutting pictures from black or white paper.



Construct out of boxes, paper, and other material, wagons and tents, to illustrate what you saw at the circus.

Illustrate on the sand table the circus grounds, using the tents, wagons, and other things that you have made.

XIV

WHO STOLE THE BIRD'S NEST?

Quotation — Rhymes

(1)

Read: —

"To-whit ! To-whit ! To-whee !
Will you listen to me ?
Who stole four eggs I laid,
And the nice nest I made ?"

"Not I," said the cow, "Moo-oo !
Such a thing I'd never do.
I gave you a wisp of hay,
But didn't take your nest away.
Not I," said the cow, "Moo-oo !
Such a thing I'd never do."

"To-whit ! To-whit ! To-whee !
Will you listen to me ?
Who stole four eggs I laid,
And the nice nest I made ?

"Bob-o'-link ! Bob-o'-link !
Now what do you think ?
Who stole a nest away
From the plum tree to-day ?"

"Not I," said the dog, "Bow-wow !
I wouldn't be so mean, anyhow !
I gave the hairs the nest to make,
But the nest I did not take.
Not I," said the dog, "Bow-wow !
I'm not so mean, anyhow."

"Coo-coo ! Coo-coo ! Coo-coo !
Let me speak a word too !
Who stole that pretty nest
From little yellow breast ?"

"Not I," said the sheep, "Oh, no !
I wouldn't treat a poor bird so !
I gave wool the nest to line,
But the nest was none of mine.
Baa ! Baa !" said the sheep, "Oh, no,
I wouldn't treat a poor bird so."

* * * * *

"Chirr-a-whirr ! Chirr-a-whirr !"
All the birds make a stir !
"Let us find out his name,
And all cry, 'for shame !'"

"I would not rob a bird,"
Said little Mary Green ;
"I think I never heard
Of anything so mean."

"It is very cruel too,"
Said little Alice Neal ;
"I wonder if he knew
How sad the bird would feel."

A little boy hung down his head,
And went and hid behind the bed ;
For he stole that pretty nest
From poor little yellow breast,
And he felt so full of shame,
He didn't like to tell his name.

— LYDIA MARIA CHILD.

(2)

Expressive Activities : —

Draw or paint pictures illustrating the different parts of the poem.

Cut the animals out of paper.

Model the animals in clay.

Make on the sand table a picture of the whole.

Conversation : —

Read the first stanza again.

Who is speaking? To whom?

Read each stanza and tell who is speaking and to whom.

Who did steal the bird's nest?

Are the cow and the dog and the sheep telling the truth?

What proofs do they give?

Do you think they are good proofs?

What should be done to any one who would steal a bird's nest?

How did the boy who stole it feel?

Do you think he will do it again?

Can he do anything to repay the bird?

Written Exercise : —

Write sentences answering the questions asked above.

Be careful to use capitals correctly and to put periods after the statements.

(8)

Rhymes

Do you like rhymes? Why?

Which can you remember better, sentences with rhymes or those without?

Write in a list the pairs of words that rhyme in the first four stanzas.

Write some other words that rhyme with each of these pairs.

If you can, make rhymes with your own names.

What makes a good rhyme?

Written Exercise : —

When you have agreed upon a statement as to what makes a good rhyme, copy it in your notebook.

XV

THE FROG AND THE OX

Sentences that ask Questions

(1)

Read : —

An ox once feeding in a meadow chanced to put his foot among a company of little frogs that were basking in the sun. He almost stepped upon them and frightened them nearly to death. One of the little frogs hopped home to his mother as quickly as he could go. "Oh,

mother," he said, "we were sitting in the meadow when a great beast, the biggest I ever saw, put his foot right down among us and nearly stepped on us."

"How big was he?" said the old frog. "As big as I?"

"Oh, much bigger," said the little frog.

"As big as I am now?" and the old frog puffed herself out to make herself look larger.

"Oh, much bigger yet," said her son.

"As big as this?" and she puffed herself out still more.

"Oh, ever so much bigger. If you should swell until you burst, you would not be so big," said the little frog.

Then the old frog tried once more to puff herself up until she should be as big as the ox, and burst herself indeed.

Tell the story in class.

Conversation : —

Talk about the story, telling what you think it means. Answer these questions in sentences for your teacher to write on the blackboard : —

What did the ox do ?

What did the little frog do ?

What did he say to his mother ?

What did she say ?

What happened then ?

Find answers to the same questions, in the story in the book.

Which do you like better, your answers or those in the book ? Why ?

How many quotations are there in the story?

How can you tell them?

With what kind of letter does each quotation begin?

(2)

Sentences that ask Questions

What do sentences do?

Do all of the sentences in this fable make statements?

What is the first sentence that does not make a statement?

What does it do?

We see that sentences do more than one thing.

1. Sentences make statements.

2. Sentences ask questions.

Copy these statements in your blank book.

How many sentences in this fable are of the first kind?

How many are of the second kind?

What mark is placed after a question sentence?

Copy in your blank book :—

Sentences that ask questions have this mark (?) at the end. It is called a question mark.

Sentences that ask questions begin with capital letters.

Do other sentences begin with capital letters?

Let one of the class be the old frog and one the little frog and act the story.

XVI

THE GAMBOLS OF CHILDREN

*Names — Capitals**Memorize : —*

When the voices of children are heard on the green,
And laughing is heard on the hill,
My heart is at rest within my breast,
And everything else is still.
Then come home, my children, the sun is gone down,
And the dew of night arise ;
Come, come, leave off play, and let us away,
Till the morning appears in the skies.

— WILLIAM BLAKE.

Conversation : —

What are the children in the picture doing ?

Are they having a good time ?

Do you think any one of them is not happy ?
Why ?

Tell of all the different things that you see in
the picture.

Give a name to each child.

Written Exercise : —

Go to the blackboard and write the names that
you have given.

After your teacher tells you that they are right,
copy them all just as they are on the board.

With what kind of letter does each name begin ?

SONG WITHOUT WORDS



SIMS

XVII

A GUESSING GAME

Review

Play you are some object that all know about.

One child rises and says,

“Guess what I am.”

Other children ask questions, as : —

“Are you round?”

The child answers,

“I am not round,” etc,

like this : —

The Game

“I am a fruit.”

“Are you round?”

“I am not round.”

“Are you yellow?”

“I am not yellow.”

“Are you green?”

“I am green.”

“Are you a plum?”

“I am not a plum.”

“Do you grow on a tree?”

“I do not grow on a tree.”

“Do you grow on a vine?”

“I grow on a vine.”

“Have you seeds?”

“I have many seeds.”

"Are you good to eat?"

"I am good to eat."

"Are you an apple?"

"I am not an apple."

"Are you pink and white inside?"

"I am pink and white inside."

"Are you a watermelon?"

"I am a watermelon."

Make other similar games.

Be careful that all questions and answers are sentences.

What two kinds of sentences do you find in this game?

What mark is placed after those of each kind?

Write the questions and answers for one game.

Be careful in writing to use quotation marks for the conversation.

XVIII

THE APPLE ORCHARD

(1)

Grouping Sentences

Conversation:—

1. Did you ever gather apples?
2. Where were they?
3. Where was the tree?
4. What is an orchard?
5. Are apple trees larger than peach trees? than elm trees?

6. Are they straight and tall, or broad and bushy?

7. What kind of leaves do they have? What kind of bark?

8. What kind of blossoms do they have? What are the blossoms for?

9. On what part of the tree do the apples grow?

10. Were there apples and blossoms on the tree at the same time?

11. At what time of the year were the apples ripe?

12. How did you gather them?

13. Do people gather them in any other way?

14. How are they packed for market?

15. Do you have apples in the winter time?

16. How are they kept?

Written Exercise : —

Write sentences in answer to the questions above.

Make three stories of the answers: the first, of those to questions 1 to 4; the second, of those to questions 5 to 10; the third, of those to questions 11 to 16.

Memorize : —

“ The apple tree grew by the wall,
Ugly and crooked and black;
But it knew the gardener's call,
And the children rode on its back.
It scattered its blossoms upon the air,
It covered the ground with fruitage fair.”

Expressive Activities : —

Illustrate these lines either with ink or water colors, or by free-hand cutting.

(2)

Tell in class a story about any one of the following topics : —

My visit to an apple orchard in the spring.

What I saw in an apple orchard at apple-picking time.

The journey of the apples from the orchard to the fruit store.

What we did with the apples that we bought at the fruit stand.

The story of the apple from the seed to the fruit.

XIX

THE ROBIN'S NEST

Read : —

"Where shall I build my nest?" said a robin one day in spring.

"Build it here, among my leaves, dear robin," answered the rose bush. "I shall soon be thickly covered with leaves and with beautiful blossoms, so no one will see your nest."

"Ah, no, good rose bush," the robin said, "I should not dare to trust my nest among your leaves and blossoms."

Then the apple tree said, "Build your nest in my branches, pretty robin. I will rock your baby robins, and sing them to sleep with my rustling leaves."

The robin looked at the sturdy old apple tree, and answered, "Yes, yes, kind tree. My little nest will be safe in your strong arms, I know." And in a few days the dainty home was made.

Tell the story in class.

Conversation : —

Did you ever find a bird's nest in an apple tree?

What kind of bird had built it?

Do apples have any enemies? What are they?

What do they do to the apples?

Are the birds friends or enemies? Why?

Tell all you can about the friends and the enemies of apple trees.

Memorize : —

They'll come again to the apple tree —

Robin and all the rest —

When the orchard branches are fair to see

In the snow of blossoms dressed,

And the prettiest thing in the world will be

The building of the nest.

—MRS. M. E. SANGSTER.

XX

THE PRINCESS AND THE PEA

The Paragraph — Indentation

(1)

Read : —

There was once a prince who wanted to marry a princess ; but she must be a real princess. So he

traveled about, all through the world, to find a real one.

There were princesses enough, but he was never quite sure that they were real princesses ; there was always something that did not seem just right. So he came home again and was very sad, for he wished so much to have a real princess.

One evening a terrible storm arose. It lightened and thundered ; the rain streamed down ; it was fearful.

Then there was a knocking at the town gate, and the old king went out to open it.

It was a princess who stood outside the gate. But mercy ! how she looked ! The rain ran down from her hair and her clothes ; it ran in at the toes of her shoes and out at the heels ; and yet she declared that she was a real princess.

"We shall soon find that out," thought the old queen. She said nothing, but went into the bedchamber, took off all the bedding, and put a pea on the flooring of the bedstead. Then she took twenty mattresses and laid them upon the pea, and then twenty eider-down beds upon the mattresses. On this the princess had to lie all night.

In the morning she was asked how she had slept. "Oh, miserably," said the princess. "I scarcely closed my eyes all night long. I lay upon something hard, so that I am black and blue all over. It was quite dreadful."

Now the old queen knew that the stranger was a real princess, for she had felt the pea through the twenty mattresses and the twenty eider-down beds. No one but a real princess could be so delicate.

So the prince took her for his wife, for now he also was sure that she was a real princess ; and the pea was

put in the museum, and it is there now, unless somebody has carried it off.

— HANS CHRISTIAN ANDERSEN.

After reading the story, tell it in class, each one in turn telling a part, until your teacher calls on some one else to follow.

Finding Paragraphs

After telling the whole story, open your book again.

Notice that the story is divided into parts.

Observe where the first word of each new part is placed.

Read the first part. How many sentences are there in it?

Read the second part. How many sentences are there in it?

What does the first part tell about? The second?

Do the sentences in each part all tell about the same thing?

Each of these parts is called a paragraph.

Paragraphs are made up of one or more sentences all about the same thing.

(2)

Read each of the other paragraphs of this story and tell what it is about.

Give each paragraph a name, as — THE ANXIOUS PRINCE.

Select some story in your reader and tell what each paragraph is about.

Make a statement together in class, telling what a paragraph is.

Copy it in your notebook.

Where is the first word of each paragraph placed?

Make a rule about it and write it in your notebook.

Placing the first word to the right of the margin is called **indenting** the word.

(3)

Play you are the different people in the story. Write what each says.

Then choose characters and talk what you have written.

XXI

A VISIT TO THE PARK

Making Paragraphs

(1)

Making the Plans

Conversation : —

Where are you going?

How are you going?

To the Teacher. — If you cannot take your class to a park, take it to any convenient place where the pupils can observe nature — the woods, a vacant city lot, a field, a roadside, a museum. A picnic will furnish an excellent language lesson.

What do you expect to see ?

What do you expect to do ?

Written Exercise : —

After talking it over and deciding what you intend to do, write sentences on the blackboard about your plans.

(2)

The Trip

Conversation : —

Where did you go ?

Tell how you went, whether you walked or rode.

If you rode, in what did you ride ?

Through what streets, roads, or places did you go ?

Tell about what you saw on the way.

Written Exercise : —

Write on the blackboard five questions about the trip.

Write five sentences answering these questions.

(3)

The Park

Blackboard Exercise : —

Tell all the interesting things you saw, while some one writes the sentences on the board.

After you have talked about it, select and

arrange in a group all the sentences that tell about some one thing.

Read the sentences carefully.

If you find more than one sentence that says the same thing, select the best and cross out the others.

Decide which sentence should come first, which second, etc., and arrange them in this order.

Read them again and see if you should keep them in one group, or should divide them into two or more. Take out any sentences that do not belong in this group.

What do the sentences in this group tell about?

How many of the sentences tell about it?

Give the group a title.

What is such a group of sentences called?

Read the statement that you made in class about paragraphs.

See if the paragraph you have made agrees with it.

(4)

The Story

Written Exercise : —

Arrange the other sentences that you make about your visit to the park in paragraphs on the blackboard.

Copy all the paragraphs, being careful to *indent* the first word of each.

Be careful, too, to use capital letters and periods where they should be used.

XXII

A LETTER

(1)

The man who wrote that fascinating book, "Alice in Wonderland," was Dr. C. L. Dodgson. But in his books he called himself Lewis Carroll.

He was very fond of children and had many friends among them.

Once he met a little girl named Isabel, in the park, and he drew some puzzles for her.

After he had gone away, he wrote her a letter. Here is a part of it.

Read it carefully.

Copy it exactly, arranging all the parts of the letter and placing all marks just as they are in the book.

The Chestnuts, Guilford,
August 22, 1869.

My dear Isabel :

Though I have been acquainted with you only fifteen minutes, yet, as there is no one else in Reading I have known so long, I hope you will not mind my writing to you.

A friend of mine, called Mr. Lewis Carroll, tells me he means to send you a book. He is a very dear friend of mine. I have known him all my life (we are the

same age) and have never left him. Of course he was with me in the Gardens, not a yard off, even while I was drawing those puzzles for you.

I wonder if you saw him.

Your fifteen-minute friend,

C. L. Dodgson.

Conversation : —

Don't you think this was a nice letter for Isabel to receive from a friend whom she had known for so short a time? How do you suppose she felt when she got the letter? What book was she to receive? Have you ever read "Alice in Wonderland"? Did you like it? What did you like best in it?

(2)

When was the letter written?

Where was it written?

Copy the parts of the letter that answer these questions, just as they are in the book.

This is called the **heading** of the letter.

To whom was the letter written?

How does Mr. Dodgson address her? Copy the words.

This is called the **salutation** of the letter.

Write the heading and the salutation of a letter to your cousin. Be sure to use marks and capitals as they are used in Isabel's letter.

To the Teacher. — A comma may be used instead of a colon in letter headings.

Notice where the first word of the letter after the salutation is placed.

Why does it begin with a capital letter?

After the salutation that you have written, write the first sentence of the letter to your cousin, telling that you are in the language class. Be sure to put the first word in the right place.

Tell the one writing on the blackboard just how and where to write this first sentence.

Write more sentences telling about your language lesson.

Who wrote the letter to Isabel? What tells you?

This is called the signature.

What words did he put before his name?

Copy them and the name exactly as they are in the book. Be careful about the marks and the capital letters.

Write after your letter to your cousin the words *your affectionate cousin*, and sign your name.

Copy these words and your name in your notebook as a model.

Make a list of all words in the letter that begin with capitals.

Write in your notebooks:—

All names of people, places, months, and days begin with capitals.

XXIII

SOME THINGS SEEN IN THE CITY STREETS

Review of Paragraphs**Conversation : —**

Select any one of these pictures and tell a story about it, answering the following questions : —

Who is the person ?

What is he doing ? Why is he doing it ?

How does he attract attention ?

Do you think he makes much money ? Why ?

Which would you rather be, one of these persons or the owner of a grocery store? Why?

Do you think the life is an easy one? Why?

Which one would you rather see on your street? Why?

Expressive Activities :—

To the Teacher.—Select such of the following exercises as your class can readily do.

Tell, in free-hand cutting, the story of some of the things which you have seen on the city streets.

Make out of cardboard five toys which you have seen the toy man sell.

Illustrate with ink and brush the scissors grinder and the things he grinds.

Illustrate with water colors the flowers that were on the flower stand.

Model in clay the animals you have seen sold.

Written Exercise :—

Write sentences about the subject of your story, answering the questions given. Arrange the sentences in one or more paragraphs.

Compare your paragraphs and discuss them. Change them, if necessary, until you are sure they are good paragraphs.

Review :—

Write answers :—

What do sentences do?

What is a paragraph?

XXIV

CORN

(1)

Sentence and Paragraph

If possible, bring to class a stalk of corn with ears on it.

Conversation : —

Did you ever see corn growing?

If so, tell when. Tell how it looked in the field, how large it was, whether it had ears and tassels.

How many stalks were there in a hill? How far apart were the hills?

If you know how it was planted, tell about it.

Tell any other facts you may know about growing corn.

Examine the cornstalk.

Study the picture.



Written Exercise : —

Write sentences about a cornstalk, — its height, its leaves, its tassels, its ears.

Arrange these sentences in a paragraph.

(2)



Study an ear of corn (or, if you cannot get one, the picture).

Conversation : —

Tell what covers the kernels of corn ; where the silk grows and what it is for ; how the kernels are arranged on the cob ; where the largest kernels are, where the smallest.

Tell what else you see in an ear of corn.

Written Exercise : —

Write a paragraph of five sentences about the ear of corn.

(3)

Coöperative Story

Conversation : —

Discuss what corn is used for.

Find out all that you can about its uses.

How is it prepared for food ?

Written Exercise : —

Write a story of a quart of corn meal from its planting to its coming to your house — field, farmer, miller, grocer. Write the story together, some one writing on the blackboard the sentences given by members of the class.

XXV

THANKSGIVING

Study of Poem — Letter Writing

(1)

Write a list of things for which you are thankful.

This poem tells what the poet was thankful for.

Study it and see if you are thankful for the same things.

Memorize : —

For flowers that bloom about our feet,
For tender grass, so fresh, so sweet,
For song of bird and hum of bee,
For all things fair we hear or see,
For blue of stream and blue of sky,
For pleasant shade of branches high,
For fragrant air and cooling breeze,
For beauty of the blooming trees,
For mother-love and father-care,
For brothers strong and sisters fair,
For love at home and here each day,
For guidance lest we go astray,
For this new morning with its light,
For rest and shelter of the night,
For health and food, for love and friends,
For ev'rything His goodness sends,
Father in heaven, we thank thee.

—RALPH WALDO EMERSON.

(2)

Read : —

In the autumn, when the harvests have all been gathered in, those who have cultivated them are thankful.

There is so much to be thankful for that one day in each year is set apart for thanksgiving. It is called Thanksgiving Day.

The President writes a letter to all the people, urging them to give thanks on this day.

This is the day when families gather and enjoy themselves.

I wonder if they are always thankful.

Conversation : —

Did you ever keep Thanksgiving Day? What did you do? Tell about it.

Written Exercise : —

Write a letter to a friend, telling about some Thanksgiving festival that you have had or would like to have.

XXVI

NERO

*Sentences that Command**Read silently : —*

A Newfoundland dog was so trained that he would go and get any article belonging to his master when told to do so, if he had ever seen it.

One day his owner, while riding with some friends, wished to show them what a wonderful dog Nero was. So he marked a shilling, showed it to the dog, and put it under a stone by the side of the road. After they had ridden three miles, the master said, "Nero, go and get the shilling," and Nero trotted away. Greatly to the disappointment of every one, he did not return all that day.

But Nero was doing his duty as he saw it. When he reached the stone with the shilling under it, he tried to turn it over, but could not; it was too large. So he stood there, barking, until two travelers came by. They, thinking that Nero had some animal under the stone, turned it over. Then, seeing the shilling, one of them put it into his pocket and they rode off.

Nero followed them at a distance, for twenty miles, and watching his chance, stole into the room where the man who had the shilling slept, and hid under the bed. In the night, after all were asleep, Nero took the trousers with the shilling, jumped out of the window, and ran home with them.

Tell this story in class.

What two things have we learned that sentences do?

Do you find any sentences in the story that ask questions?

Read this sentence, "Nero, go and get the shilling." Does it either make a statement or ask a question?

What does it do?

What, then, is a third thing that sentences do?

Write in your notebook : —

1. Sentences make statements.
2. Sentences ask questions.
3. Sentences command or direct.

Search your reader for sentences that command.

With what kind of letter do they begin ?

With what mark do they end ?

Write five sentences giving commands.

XXVII

A PLAYHOUSE

Names of Things

Here are pictures of a playhouse that some little boys and girls made. The janitor of the school helped them.

Conversation : —

Talk about playhouses. Tell whether you ever made one.

Where you made it

What kind of playhouse it was.

How you made it.

What material you had from which to make it.

Do boys and girls ever make playhouses of other things besides boxes ?

What are the different kinds of playhouses that you know about ?



The boys
are making
the first
story of
their play
house.



Here they
are putting
on the
roof.



THE COMPLETED PLAYHOUSE

Written Exercise :—

Write a list of the names of all the things you used in making a playhouse.

XXVIII

ICE IN WINTER

Writing Paragraphs

(1)

Conversation :—

Tell all you can about ice in winter :—

Where you find it.

What makes it.



HARVESTING THE ICE CROP

What good it does ; what harm it does.

What use you make of it.

Skating

Describe skates. What makes a pair of skates good ?

Tell about the best skater you ever saw. What was his name ?

Tell what games you play on the ice.

When does the ice go away ? Why ?

Written Exercise: —

Write sentences answering the questions about skating. Be sure that they are good sentences, and that you use capitals and marks in the proper places.

(2)

GATHERING ICE

Conversation: —

Tell about men gathering ice: —

The tools they use.

How they get the ice out of the water.

Ice houses ; why the walls are so thick.

Why people gather ice.

Written Exercise: —

Each write a paragraph on what you see in the picture on page 57.

XXIX

PICTURES IN VERSE

Capitals in Writing Poetry, God and the Bible, I and O

(1)

Read : —

The birds around me hopped and played,
Their thoughts I cannot measure,
But the least motion which they made,
It seemed a thrill of pleasure.

The budding twigs spread out their fan
To catch the breezy air ;
And I must think, do all I can,
That there was pleasure there.

— WORDSWORTH.

A wind came up out of the sea,
And said, " O mists, make room for me."
It touched the wood-bird's folded wing,
And said, " O bird, awake and sing."

— LONGFELLOW.

I have a little shadow, that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me, from the heels up to the head ;
And I see him jump before me, when I jump into bed.

— STEVENSON.

Each of these little poems is a picture. Read it over carefully, then shut your eyes and try to see the picture. Describe it.

Copy in your notebook the verses you like best and commit them to memory.

Where are capitals used in these verses?

Each make a rule for the use of capital letters in poetry.

Read the rules to the class.

Copy in your notebook the one your teacher says is correct.

What rules have you already made or learned about capital letters?

(2)

Capitals in Writing God and the Bible, I and O

There are two words used often in these verses, each of one letter only, and they are always written as capitals. Find and copy them.

Write a rule about them in your notebook.

How many uses for capitals do you know?

Memorize: —

God made all the creatures, and gave them our love and
our fear,
To give sign we and they are his children, one family
here.

— BROWNING.

Do you know why the very first word of this verse is written with a capital?

Yes, it is the first word of a line of poetry. But this word is always written with a capital.

Write in your notebooks :—

The first word of every line of poetry begins with a capital.

All names of God begin with capitals.

The word Bible begins with a capital.

The words I and O are always written as capitals.

XXX

CHRISTMAS

Study of a Poem — Letters

(1)

Conversation :—

What do you do to get ready for Christmas?

Have you ever made Christmas gifts? Tell for whom you made them, how you made them, of what you made them, and how you gave them.

Do you think they gave happiness?

Why do we give gifts?

Can you think of something that your class can do to make children less fortunate than you happy on Christmas Day?

Do you know of any good Christmas games?

Tell how to play them.

Tell the best Christmas story that you have heard or read.

Why do you think it good?

What did the story help you to do for others on Christmas Day?

(2)

OLD CHRISTMAS

Study: —

Now he who knows old Christmas,
He knows a carle of worth;
For he is as good a fellow
As any upon earth.

He comes warm cloaked and coated,
And buttoned up to the chin,
And soon as he comes anigh the door
We open and let him in.

We know that he will not fail us,
So we sweep the hearth up clean;
We set him in the old armchair,
And a cushion whereon to lean.

And with sprigs of holly and ivy
We make the house look gay,
Just out of an old regard to him,
For it was his ancient way.

He must be a rich old fellow:
What money he gives away!
There is not a lord in England
Could equal him any day.

Good luck unto old Christmas,
And long life, let us sing,
For he doth more good unto the poor
Than many a crownéd king!

—MARY HOWITT.

Expressive Activities :—

Illustrate some Santa Claus poem by free-hand cutting.

Represent on the sand table the Christmas story that you have told.

(8)

LETTERS**Written Exercise :—**

Write one of the following :—

An invitation to some friend to go on a Christmas sleighing party with you.

A letter to your sister, thanking her for the gift which you received.

An invitation to some friend to spend Christmas Day with you.

A reply to an invitation to a party.

(4)

TO A FIR TREE**Memorize :—**

O Fir Tree green ! O Fir Tree green !
Your leaves are constant ever,
Not only in the summer time,
But through the winter's snow and rime
You're fresh and green forever.

O Fir Tree green ! O Fir Tree green !
I still shall love you dearly !

How oft to me on Christmas night
Your laden boughs have brought delight.
O Fir Tree green! O Fir Tree green!
I still shall love you dearly.

With what kind of letter does each line of the above poem begin? Why?

What words of one letter do you find in this poem? How are they written?

XXXI

SENTENCES THAT EXCLAIM

While the new years come and the old years go,
How, little by little, all things grow !

— LUELLA CLARK.

Pretty moon, pretty moon,
How you shine on the door
And make it all bright
On my nursery floor !

How far that little candle throws his beams!

Do these sentences make statements or ask questions or give orders?

What do they do?

What three things have we learned that sentences do? Here is a fourth: —

Sentences may express strong feeling, as surprise or wonder. When so used they begin with a capital and are followed by an exclamation mark (!).

Find in your reader five sentences that express surprise.

Write five sentences that exclaim.

XXXII

NEW YEAR'S DAY, JANUARY 1

Writing Dates

(1)

A NEW YEAR SONG

Memorize : —

There's a New Year coming, coming,
Out of some beautiful sphere,
His baby eyes bright
With hope and delight,
We welcome you, Happy New Year.

There's an Old Year going, going,
Away in the winter drear ;
His beard is like snow
And his footsteps are slow :
Good-by to you, weary Old Year!

There is always a New Year coming,
There is always an Old Year to go,
And never a tear
Drops the Happy New Year
As he scatters his gifts on the snow.

— LUCY LARCOM.

(2)

THE NEW YEAR

Writing Dates

What year is it?

What month is it?

What day of the month is it?

What day of the week is it?

The year that this was written was nineteen hundred six, the month was March, the day was Saturday, the tenth.

It is written, *Saturday, March 10, 1906.*

Write the date upon which you are studying this lesson, being careful to use punctuation marks and capital letters just as they are used in the date above.

Why are capitals used here?

Write in your blank book a rule about this use of capitals.

Copy in your notebooks, filling in the dates:—

Christmas came December 25, 19—

I was born — — — —.

XXXIII

(1)

SEASONS — DAYS — MONTHS — ABBREVIATIONS

How many days are there in this month?

How many were there in last month?

How many will there be in the next month ?

How many months are there in the year ?

Which is the first one ?

Write the names of all the months in a column.

With what kind of letter do they all begin ?

Because some of the names of the months are long, we write them in a shorter way, or abbreviate them.

Copy in your blank books : —

January . . . Jan.	July
February . . . Feb.	August . . . Aug.
March . . . Mar.	September . . . Sept.
April . . . Apr.	October . . . Oct.
May	November . . . Nov.
June	December . . . Dec.

What mark is used after the *abbreviations* ?

Make a rule and copy it in your blank book.

Which are the months whose names are not abbreviated ? Why are they written in full ?

Write the names of all the holidays in the year, giving the month and the day.

In writing, begin the names of all holidays with capital letters.

Expressive Activities :—

Make a clock face with hands that move, for use in studying time.

Make a calendar for the new year. Letter it carefully and mount it on an ornamental background.

(2)

MARJORIE'S ALMANAC

*The Seasons**Read in class : —*

Robins in the tree top,
Blossoms in the grass,
Green things a-growing
Everywhere you pass ;
Sudden little breezes,
Showers of silver dew,
Black bough and bent twig
Budding out anew ;
Pine tree and willow tree,
Fringed elm and larch —
Don't you think that May-time's
Pleasanter than March ?

Apples in the orchard
Mellowing one by one,
Strawberries upturning
Soft cheeks to the sun ;
Roses faint with sweetness,
Lilies fair of face,
Drowsy scents and murmurs
Haunting every place ;
Lengths of golden sunshine,
Moonlight bright as day —
Don't you think that summer's
Pleasanter than May ?



Little fairy snowflakes
Dancing in the flue;
Old Mr. Santa Claus,
What is keeping you ?
Twilight and firelight,
Shadows come and go,
Merry chimes of sleigh bells
Tinkling through the snow ;
Mother knitting stockings,
(Pussy's got the ball) —
Don't you think that winter's
Pleasanter than all ?

— THOMAS BAILEY ALDRICH.

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Conversation : —

Talk about the poem in class.

Name the season that you like best.

Memorize the stanza of the poem that you like best.

Which of the seasons is not mentioned in the poem ?

Name the four seasons.

What months belong to each ?

Written Exercise : —

Write the names of the seasons and opposite each the names of its months.

Copy in your notebooks : —

The names of the seasons do not begin with capitals except at the beginning of a sentence or of a line of poetry.

(3)

The Days

Write in a column the names of the days.

Write opposite each its abbreviation.

(*The first syllable of each is the abbreviation.*)

Each of these names has a meaning.

Sunday is the sun's day; Monday is the moon's day. See if you can find out the meaning and the story of the names of each of the days.

XXXIV

THE SHEPHERD BOY AND THE WOLF

Reproduction — Writing a Story

Read silently: —

A shepherd boy kept his flock a little way from a village. He used to amuse himself by calling out loudly, "Wolf! Wolf! The wolves are among my lambs." Twice, thrice, the villagers were startled and ran to aid him, only to find that there were no wolves and to be laughed at for their pains.

At length the wolves really did come and attack the flock. The boy ran toward the village, crying, "Wolf! Wolf! The wolves are among my lambs." But the villagers thought it was the same old joke and refused to go to his aid. So he lost all his flock.

Tell the story in class.

Conversation: —

Discuss the meaning of the story.

What do you think of the boy?

Do you think the townspeople did right in not going to help him when the wolves came?

Written Exercise :—

Write answers to the above questions, in good sentences.

See if you can find a story about a boy or a girl who told the truth when it was not easy to do so. After telling it in class, write it in good paragraphs.

Expressive Activities :—

Illustrate the story on the sand table.

Choose characters. Let one be the boy, one the wolf, several the village people, and some the sheep and lambs. Then act the story.

XXXV

TOLLING THE BELL

Picture Study

AN EPITAPH ON A BIRD

Read and study :—

Tread lightly here ; for here 'tis said,
When piping winds are hushed around,
A small note wakes from underground
Where now his tiny bones are laid.

No more in lone or leafless groves,
With ruffled wing and faded breast,
His friendless, homeless spirit roves —
Gone to the world where birds are blest.

—SAMUEL ROGERS.



O'NEIL

TOLLING THE BELL

Study of the picture : —

Tell all you see in the picture. Why is the child tolling the bell? Who has come to see? Is he sorry too? Tell about a pet bird that you know. Write a paragraph about the picture.

XXXVI

REVIEW

Write answers to the following questions, from memory if you can. If you cannot remember them all, consult your blank book, or see the rules on pages 103 and 104 of this book.

What four things do sentences do?

What mark follows each kind of sentence?

Where should you use capital letters?

Where should you use each of these marks?

. ? “ ” !

XXXVII

PROPER NAMES — INITIALS — DATES

(1)

Read : —

Labor to keep alive in your breast that little spark of celestial fire, conscience.

— GEORGE WASHINGTON.

With malice toward none, with charity for all.

— ABRAHAM LINCOLN.

Blessed are the loving hands of toil.

— JAMES RUSSELL LOWELL.

Silently, one by one, in the infinite meadows of heaven,
Blossomed the lovely stars, the forget-me-nots of the
angels.

— HENRY WADSWORTH LONGFELLOW.

Study and talk about these quotations until you understand them. Then commit them to memory.

Which do you like best? Why?

Two of the writers were poets and two were presidents of our country. Doubtless you will study about them. First let us study their names.

All four of these men were born in the month of February : —

Washington on the twenty-second in the year 1732, Lincoln on the twelfth in the year 1809, Lowell on the twenty-second in the year 1819, and Longfellow on the twenty-seventh in the year 1807.

Copy : —

George Washington was born Feb. 22, 1732.

Do you know why George Washington had two names?

Talk about it in class until you are sure.

Washington is called the **family name** or **surname**.

George is called the **Christian name**, or **given name**.

Do you see why?

Write in a column the given names of the other

three men mentioned in the lesson. Write over the column the words *given names*. Then draw a vertical line after the names and write on the other side of it the men's surnames. When you write the names of Mr. Lowell and Mr. Longfellow, on which side of the line will you put *Russell* and *Wadsworth*?

They are sometimes called *middle names*. Do they belong to the given names or the surnames? Why?

(2)

Washington used to sign his name *G. Washington* and sometimes *G. W.*

The first letter of a name is called its *initial*.

It is quite common in signing names to write the initial of the given name.

What mark is used after *G*?

An initial is an abbreviation.

What mark have we learned to place after abbreviations?

Make a rule for the mark to be used after initials, and copy it in your notebook.

Notice how Washington's birthday is written — Feb. 22, 1732.

Copy it.

Why is the period used after Feb.?

Why after 1732?

The mark after 22 is called a comma.

Write the dates of birth of the other three men, as you have written Washington's.

Write your own given name and surname and the date of your birth.

Write the given names and surnames of all the members of your family. Write after each the date of birth.

XXXVIII

SAINT VALENTINE

Oral and Written Reproduction

Read :—

St. Valentine was a good priest who lived in Rome many, many years ago. He was a martyr who suffered death because he would not give up his religion and worship the gods that the Romans worshipped.

We know little about him, but this story is told as the reason why his day is celebrated by sending letters and messages of love to friends.

St. Valentine's whole life was given to making other people happier. He used to go about from house to house among his friends, and wherever there were sick or sorrowing his visit was like a ray of light on a gloomy day. He fed the poor, cheered the sad, comforted the sick. Especially did this good man love the children, who flocked about him wherever he went.

At length the good Valentine became old and too feeble to make his visits. "Alas!" he said to himself, "I am now of no use. I can no longer go and visit my poor friends."

Then he thought, "I can at least write them letters. Perhaps they may do a little good."

So whenever he heard of any in need or in sorrow, he would send a letter full of love and good cheer, until the people came to look forward to these letters, as one awake and suffering longs for the daylight.

When a letter came, even the children would cry, "Here is a letter from the good Father."

After the brave priest had lost his life for his religion, the people said to one another, "Let us in honor of our dear saint send letters on his day to those we love." And they did so.

These letters were called valentine letters, and later *valentines*.

Conversation : —

Tell this story, using the following outline : —

Who St. Valentine was.

Where he lived.

How he died.

What we know of him.

What story is told of him.

His visits.

How welcomed.

Why he gave them up.

What he did in place of them.

Valentines — what they are.

Written Exercise : —

Let each write the story, using the outline given above.

Divide it into paragraphs.

Compare the stories that have been written.

Copy the best one on the blackboard.

XXXIX

VALENTINE'S DAY

*Review — Writing Names***Conversation : —**

Ask one another questions on the making or buying and sending of valentines.

Answer them in good sentences.

Written Exercise : —

Write the name of the valentine month.

Write the name of the day of the week that it falls on this year.

Write the name of some friend to whom you would like to send a valentine.

Write the name of the city in which your friend lives.

Write answers to the following questions : —

With what kind of letter does the name of your friend begin ?

With what does the name of the city begin ?

With what does the name of the month begin ?

With what does the name of the day of the week begin ?

Write a sentence telling the day of the week, the day of the month, and the name of the month in which Saint Valentine's Day comes.

XL

HISTORY AND GEOGRAPHY

General Review

To the Teacher. — See note D, page 299.

(1)

HENRY HUDSON

Conversation : —

Discuss in class who Henry Hudson was, where he lived, how he happened to sail with a crew of Dutchmen.

Tell all you can about Hudson as a man.

Tell about his last voyage.

What waters are named for him ?

Ask one another many other questions and answer them.

Written Exercise : —

Write sentences about Henry Hudson, answering the questions asked, and telling all you have found out in the conversations with your teacher and the class.

Arrange your sentences in paragraphs.

Select a topic and each write a paragraph about it on the blackboard.

Compare your paragraphs.

Make a new paragraph together and copy it.

(2)

THE "HALF-MOON"

Conversation :—

Tell all you can about the *Half-Moon* — its size, compared with some boat you have seen.

What was it made of? Was it a steamboat?

What was it loaded with?

Tell about its crew — how they looked, what language they spoke.

Expressive Activities :—

Find a picture of the *Half-Moon* and make a boat like the picture; cut out masts and make sails, and fit them all together.

(3)

THE VOYAGE

Conversation :—

Where did Hudson and his crew plan to go?

How long were they to be away?

Tell about the parting of the crew with their friends as you think it must have been.

Tell what you think the sailors did on this long journey.

Describe a storm that they met at sea.

How did they feel when they first saw land?

Written Exercise :—

Write sentences, following the conversation outline, and combine your sentences into paragraphs.

Be careful to write evenly, leaving margins and indenting the first word of each paragraph.

XLI

WINDS

(1)

Conversation : —

Can you see the wind ?

How do you know that there is wind ?

Mention as many things as you can that the wind does.

Tell how the wind is useful to us.

Tell some mischief that the wind does.

How does the wind help you in your play ?

What is the use of the weather vane ?

Written Exercise : —

Write all the sentences that you can about the wind.

Arrange these sentences in groups for paragraphs.

Write the paragraphs.

(2)

The poet Longfellow, in *Hiawatha*, tells us a story that the Indians believed about each one of the winds.

Mudjekeewis, a noted warrior, had slain a great bear of which all were afraid. As his reward, he was made king of all the winds.

Here are a few lines of each of the stories. Get the poem, if you can, and read all about the winds.

THE FOUR WINDS

The West Wind

Read:—

Thus was Mudjekeewis chosen
Father of the winds of Heaven.
For himself he kept the West-Wind,
Gave the others to his children;
Unto Wabun gave the East-Wind,
Gave the South to Shawondasee,
And the North-Wind, wild and cruel,
To the fierce Kabibonokka.

The East Wind

Young and beautiful was Wabun;
He it was who brought the morning,
He it was whose silver arrows
Chased the dark o'er hill and valley;
He it was whose cheeks were painted
With the brightest streaks of crimson,
And whose voice awoke the village,
Called the deer, and called the hunter.

The North Wind

But the fierce Kabibonokka
Had his dwelling among icebergs,
In the everlasting snowdrifts,
In the kingdom of Wabasso,
In the land of the White Rabbit.

He it was whose hand in autumn
Painted all the trees with scarlet,
Stained the leaves with red and yellow;
He it was who sent the snowflakes
Sifting, hissing through the forest,
Froze the ponds, the lakes, the rivers,
Drove the loon and sea-gull southward,
Drove the cormorant and curlew
To their nests of sedge and sea-tang
In the realms of Shawondasee.

The South Wind

Shawondasee, fat and lazy,
Had his dwelling to the southward,
In the drowsy, dreamy sunshine,
In the never ending summer.
He it was who sent the wood birds,
Sent the robin, the Opechee,
Sent the bluebird, the Owaissa,
Sent the Shawshaw, sent the swallow,
Sent the wild goose, Wawa, northward,
Sent the melons and tobacco,
Sent the grapes in purple clusters.

— From LONGFELLOW'S *Hiawatha*.

Conversation :—

Tell all you can about the four winds.
Tell what each brings to us.
Tell which you like best; which you like least.
Have you seen all that the poet tells about Wabun?
About Kabibonokka? About Shawondasee?
Do you think the west wind is the king of all
the winds? Why?

Written Exercise : —

Give sentences for some one to write on the blackboard, telling all that you can about the east wind.

Make a paragraph of the best of these sentences.

In the same way make a paragraph about the north wind.

Write a paragraph about the south wind.

Read your paragraph to the class.

Expressive Activities : —

Make something that the wind moves, as a paper wind wheel or a kite.

Tell in good sentences how you made it.

Write a paragraph describing how you made it.

(3)**THE WIND*****Commit to memory : —***

I saw you toss the kites on high
And blow the birds about the sky ;
And all around I heard you pass,
Like ladies' skirts across the grass —
O wind, a-blowing all day long,
O wind, that sings so loud a song !

I saw the different things you did,
But always you yourself you hid.

I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you, that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!

— ROBERT LOUIS STEVENSON.

XLII

RAINBOW COLORS

Review of Sentences

(1)

Guess what I am:—

I am round.

I cannot roll very far.

I can float in the air.

The children love to play with me.

Sometimes I show the colors of the rainbow.

I am clear like glass.

I am sometimes small, and sometimes large.

When I break, you cannot find the pieces.

All children can make me.

Four things should be used to make me.

One of them is made of clay.

It costs one cent.

If you cannot guess what I am, read the recipe in the next section and it will tell you how to make me.

(2)

RECIPE FOR SOAP BUBBLES

Review of Kinds of Sentences

Make a suds of lukewarm water and castile soap. Add a few drops of glycerine to the water to give the bubbles beautiful colors. Blow with a clay pipe.

Make the bubbles at recess.

How many sentences are there in this recipe?

To which of the four kinds of sentences that you have learned about do they belong?

Write five sentences of each kind.

If you have ever made soap bubbles, tell how you made them and when you made them, what colors you can see in your soap bubbles, and where else you have seen the same colors.

Write the names of the colors found in the rainbow.

THE BUBBLE

Read and talk about :—

See the pretty planet !

Floating sphere !

Faintest breeze will fan it

Far or near.

World as light as feather,

Moonshine rays,

Rainbow tints together,

As it plays.

Drooping, sinking, falling,
Nigh to earth ;
Mounting, whirling, sailing,
Full of mirth.

Life there, welling, flowing,
Waving round ;
Pictures coming, going,
Without sound.

Quick now, be this airy
Globe repelled ;
Never can the fairy
Star be held.

Touched — it in a twinkle
Disappears,
Leaving but a sprinkle
As of tears.

— WILLIAM ALLINGHAM.

(3)

THE RAINBOW

Commit to memory : —

There are bridges on the rivers
As pretty as you please ;
But the bow that bridges heaven
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

— CHRISTINA ROSSSETTI.

Ask your teacher to tell you the story of Iris or
some other rainbow story.

XLIII

SPRING

Personification

(1)

SPRINGTIME

Read : —

A Mouse, a Cricket, and Bumblebee
Started out in the sweet spring weather.

“Let us all agree,”

Said the Bumblebee,

“To build us a house and live together.”

“I’m willing to try,”

Said the Cricket spry.

Said dear little Mousie, “So am I.”

“Under the porch, away down low,”
The Cricket chirruped in rare delight,

“Is the place, I know,

For us all to go;

There’s not the tiniest ray of light!

“We’ll hide away

From the dazzling day

And chirrup and buzz and squeak all night.”

Said the Mouse: “O dear,

I fear, I fear

Such a place would be so dark and drear!”

“Away, ’way up in the elm tree high,”

Said the Bumblebee, “is a cozy nook,

In the early light
Of the morning bright
A royal place. Let us go and look."
Said the Cricket: "Why,
As I cannot fly,
I never could think of going so high."

Said Mistress Mouse: "The finest spot
Is out in the field of growing wheat.
We'll build a dot
Of a nest — why not? —
Convenient, cozy, and snug and sweet."
Said the Bumblebee:
"Dear me, dear me!
Such a house would never do for three."

Well, Mistress Mouse
Built a wee, wee house
And cuddled under the sun-warmed hay.
The Bumblebee
From his hole in the tree
Buzzed and hummed through the sunny day.
While the Cricket stole
To the darkest hole
And chirruped till morning's earliest ray.
And though they never could live together,
All rejoiced in the sweet spring weather.

— SYDNEY DAYRE

Personification

Notice that in this poem the words *Mouse*,
Cricket, and *Bumblebee* begin with capital letters.
Can you tell why?

Remember that all names of persons, when written, begin with capitals.

These little animals are not people, yet in the poem they talk and act like people.

When animals, or things without life, are written about as if they were *persons*, they are said to be *per-son-i-fied*, and their names may begin with capitals as if they were persons.

Find other cases of *personification* in this book and other books.

To the Teacher. — Names of objects addressed with titles or vividly personified are usually capitalized. There is no invariable rule.

(2)

Spring: the Awakening

Conversation : —

What are the spring months ?

Find all the poems about spring that you can.

Tell all you can about spring : —

What changes happen to the ground, to the ponds, to the grass, to the trees, to the animals ; why you like spring.

What games do you play in spring ? Why do we speak of spring as the time of awakening ?

Written Exercise : —

Write answers to the above questions.

Arrange the answers carefully in paragraphs.

(3)

Spring: the Planting

Conversation : —

What do the farmers and the gardeners do in the spring ?

Did you ever plant seeds ?

How is the ground made ready for planting ?

Tell all the ways of planting seeds that you know.

Describe the planting of some seeds.

(4)

Plurals

THE CLUCKING HEN

Read : —

The clucking hen sat on a nest,
She made it in the hay ;
And warm and snug beneath her breast
A dozen white eggs lay.

Crack, crack ! went all the eggs,
Out came the chickens small.

“ Cluck ! ” said the clucking hen,

“ Now I have you all.

“ Come along, my little chicks,
I'll take a walk with you.”

“ Hello ! ” said the barnyard cock,

“ Cock-a-doodle doo ! ”

— *Aunt Effie's Rhymes.*

Copy in a list these words: *hen, nest, breast, cock.*

How many things does each of these words stand for?

Write opposite each the word that stands for more than one, as *hen* — *hens*.

Pick out from the verses all words that mean more than one thing, and copy them in a list.

Write opposite each the word that means only one of the same thing.

XLIV

TREES

(1)

AN ARBOR DAY TREE

Read and study: —

“ Dear little tree that we plant to-day,
What will you be when we’re old and gray? ”
“ The savings bank of the squirrel and mouse,
For robin and wren an apartment house,
The dressing room of the butterfly’s ball,
The locust’s and katydid’s concert hall ;
The schoolboy’s ladder in pleasant June,
The schoolgirl’s tent in the July noon,
And my leaves shall whisper them merrily
A tale of the children who planted me.”

— *Youth’s Companion.*

Conversation : —

Have you ever planted a tree?

Tell where and when you planted it.

Tell how you planted it.

Why did you plant it?

Give as many reasons as you can for planting trees.

Name your favorite tree.

Describe it, telling how it looks, where it grows, and why it is your favorite tree.

Written Exercise : —

Write an account of some Arbor Day exercise in which you have taken part.

(2)

WHAT DO WE PLANT?***Read and study : —***

What do we plant when we plant a tree?

We plant the ship which will cross the sea.

We plant the masts to carry the sails;

We plant the plank to withstand the gales;

The keel, the keelson, and beam and knee:

We plant the ship when we plant the tree.

What do we plant when we plant the tree?

We plant the house for you and me.

We plant the rafters, the shingles, the floors;

We plant the studding, the lath, the doors,

The beams and siding, all parts that be:

We plant the house when we plant the tree.

What do we plant when we plant the tree?
A thousand things that we daily see.
We plant the spire that out-towers the crag,
We plant the staff for our country's flag;
We plant the shade from the hot sun free :
We plant all these when we plant the tree.

— HENRY ABBEY.

Study this poem, stanza by stanza, till you see
all the things that it says the tree gives us.
Can you think of any others ?

XLV

LETTERS

(1)

Read :—

City of Mexico,
February 12, 1848.

My dear little Agnes :

I was delighted to receive your letter, and to find that you could write so well. But how could you say that I had not written to you? Did I not write to you and Annie? I suppose you want a letter all to yourself, so here is one.

There is a nice little girl here, rather smaller than you were when I parted from you, named Charlottita, which means little Charlotte, who is a great favorite of mine. She is quite fair, with blue eyes and long dark lashes, and has her hair plaited down her back. She cannot speak English, but has a very nimble little tongue and jabbars French at me.

Last Sunday she and her older sister came to the

palace to see me, and I took them into the garden I told you of, and got them some flowers. Afterwards I took them to see the Governor, General Smith, and showed them the rooms in the palace, some of which are very large, with pictures, mirrors, and chandeliers.

After I had shown Charlottita and her sister Isabel all these things, she said she wished to go to her Mamarita, which means little Mamma, so I led her out of the palace. She is always dressed very nicely when I see her, and keeps her clothes very clean; I hope my little girls keep theirs just as nice, for you know I cannot bear dirty children. You must therefore study hard, and be a very nice girl, and do not forget your papa, who thinks constantly of you and longs to see you more than he can tell.

Write to me soon and believe me always,

Your affectionate father,

R. E. Lee.

Here is part of a letter, written by General Lee, when in Mexico, to his little daughter at home.

Read it aloud in class.

Tell as nearly as you can what is written in it.

(2)

Where was this letter written?

Copy the part that tells you this, with all the marks and capital letters.

When was it written? Copy the part that tells you this.

Those two parts that tell you when and where

a letter is written should be on every letter. They are usually written together, as in this letter.

What are they called?

Copy the following headings carefully:—

1170 Broadway, New York,
April 16, 1906.

207 East Ave.,	Wilton, Conn.,
Rochester, New York,	March 9, 1855.
Jan. 1, 1898.	

Write headings for a letter written at Saint Paul, Minnesota, on July nineteenth, in the year eighteen hundred and ninety-three, and for one written at Los Angeles, California, in the house, number four hundred and ninety three, Main Street, on December twenty-eighth, nineteen hundred and four.

(3)

To whom was the letter (page 94) written?

Copy the words that tell you this.

What is this part of the letter called?

Copy these salutations:

My dear Father. Dear John. My dear Cousin Henry.

Write the salutations for letters, one to your cousin and one to your mother.

Who wrote the letter?

Where is the name written? Copy it.

What is it called ?

What is written just before the name ? Copy it.

This is the polite or friendly ending, or closing phrase.

Copy these endings and signatures : —

Your affectionate son,
Charles.

Your loving little daughter,
Emily J. Dean.

Your cousin,
William Clark.

Yours very sincerely,
Henry Atterbury.

Yours truly,
H. F. Jones.

Write endings to letters to your mother, your brother, and your cousin.

XLVI

MAY DAY

Review of Proper Names

Conversation : —

Talk about some May Day party that you have attended. Tell what you wore ; where the party was, in the city or the country, in a park or the woods, or some other place. Tell all about what

you did:—if you gathered flowers, where you gathered them, what flowers they were, what you did with them; what games you played; if you had a May Queen, who she was, how she was chosen, how she was made queen, what she did.

If your party was a picnic, tell what you had to eat and where you ate it.

Written Exercise :—

Write in sentences the different things that you did at the May Day party.

Make paragraphs of these sentences.

Write your paragraphs in order, making a story.

Write in a list the names of the children who were at your party.

Separate the *given names* from the *surnames* by dashes.

Write opposite each name its initials.

Write a sentence telling what mark you place after an initial.

Write in a list all the words in your story that begin with capital letters.

Write a sentence about each of these words, telling why you used a capital.

Copy these sentences in your notebook.

XLVII

THE FLAG

Reproduction

(1)

Flag Salute: —

We give our heads and our hearts to God and our country; one country, one language, one flag.

Make a list of all the days in the year when we should put up our flags.

Tell why you think our flag is beautiful and why you love it.

Write a letter telling about the raising of the flag at your school every morning, — who does it, how it is done, and the salute.

(2)

HOW THE FLAG WAS MADE

Read: —

Our Country's flag! How beautiful it is, with its pure white stars on a field of blue and its thirteen stripes of white and red!

When this old flag was young, it had but thirteen stars. How many stars has it now?

The first flag was made by a woman named Betsy Ross, whose house is still standing on Arch Street, Philadelphia. She was famous for skill with her needle.

Washington used to visit her often when he was commander in chief of the American army.

One day her uncle, Colonel Ross, came with Robert Morris and General Washington to ask her if she could make a flag after the pattern which they had brought.

"I don't know whether I can or not," said she, "but I will try, if the general will make me a sketch of it here in my parlor. But the stars must be made with five points and not six."

As the story goes, Miss Ross folded a slip of paper carefully and cut the pattern of a five-pointed star with a single clip of her scissors. "There, I will make the stars like that," said she.

This flag was accepted and adopted by Congress on the 14th of June, 1777, unfurled for the first time in battle at Brandywine, New Jersey, September 11, and displayed first on shipboard by Captain Paul Jones on the 1st of November of the same year.

Memorize : —

"Red, White, and Blue, wave on!
Never may sire or son
Thy glory mar.
Sacred to liberty,
Honored on land and sea,
Unsoiled forever be,
Each stripe and star."

Tell the story of Betsy Ross and the flag.

Pretend you are Betsy Ross and write a letter to your best friend, telling about the visit of General Washington and how you made the flag.

XLVIII

THE ROBIN

(1)

Observation :—

If there are robins in your neighborhood, watch them closely.

Here are some of the things to watch for :—

The first appearance.

Choice of place to build a nest.

The material used in building.

How it is put together.

The father bird and his work.

The mother bird and her work.

The little robins, how they look and how they are fed.

How rapidly they grow.

Learning to fly.

Conversation :—

Talk in class about what you have observed.

Tell all that you can about your robins.

Written Exercise :—

Write about robins, following the suggestions under *observation*.

To the Teacher. — If this lesson comes at the wrong season of the year, omit it or change it.

(2)

I'LL TRY

*Review of Punctuation**Memorize: —*

Two robin redbreasts built their nest
 Within a hollow tree ;
 The hen sat quietly at home,
 The cock sang merrily ;
 And all the little ones said,
 "Wee-wee ! wee-wee ! wee-wee !"

One day the sun was warm and bright,
 And shining in the sky ;
 Cock Robin said, " My little dears,
 'Tis time you learned to fly."
 And all the little ones said,
 " I'll try ! I'll try ! I'll try !"

I know a child, and who she is
 I'll tell you by and by ;
 When mamma says, " Do this," or " that,"
 She says, " What for ?" and " Why ?"
 She'd be a better child by far
 If she would say, " I'll try."

Notice where these marks are used in the poem
 and tell why : —

! ? " " .

XLIX

CRADLE SONGS

Read and memorize : —

Hushaby, baby, the cradle is green ;
Father's a nobleman, mother's a queen ;
Sister's a lady, and wears a gold ring ;
Brother's a drummer, and drums for the king.

Rockaby, baby, on the tree top ;
When the wind blows, the cradle will rock ;
When the bough breaks, the cradle will fall ;
Down will come baby, cradle, and all.

By-Lo, baby bunting !
Papa's gone a-hunting ;
Mamma's gone to get a skin
To wrap her baby bunting in.

Illustrate the Mother Goose Lullabies in different ways, with pencil, paints, and paper cutting.
Find other cradle songs and bring them to class.
Commit to memory the one you like best.

L

GENERAL REVIEW

Sentences do four things : —

1. Sentences make statements.
2. Sentences ask questions.

3. Sentences give commands.
4. Sentences exclaim.

A paragraph is made of one or more sentences, all speaking about the same thing.

Periods are used after : —

Sentences that tell,
Sentences that command,
Dates,
Abbreviations.

Question marks are used after questions.

Exclamation marks are used after words or sentences that exclaim.

Capital letters are used to begin: —

All sentences,
All headings of letters,
All names of persons, places, days, and months,
All lines of poetry,
Names of things personified,
All names of God and the Bible, I and O.
A direct quotation.

The heading of a letter tells where and when it is written.

The salutation tells to whom it is written and usually contains some word showing affection or respect.

The signature is the name of the writer placed at the end.

The closing phrase is a friendly or polite phrase placed before the signature.

The surname is the name of the family. The given name is the name of a particular person.

An initial is the first letter of a name. It is always a capital letter, and is followed by a period.

LI

THE ARAB AND HIS CAMEL

The Hyphen

Read:—

One cold night as an Arab sat in his tent a Camel gently pushed the flap of the tent aside and looked in.

"I pray thee, master," he said, "allow me to put my head within the tent, for it is cold without."

"By all means, and welcome," said the Arab, cheerfully, and the Camel, moving forward, stretched his head into the tent.

"If I might but warm my neck also," he said beseechingly.

"Put also your neck inside," said the Arab.

Presently the Camel said again, "I will take but little more room if I place my fore-legs within the tent."

"You may plant also your fore-legs within," said the Arab, moving a little to make room, for the tent was very small.

"May I not stand wholly within?" asked the Camel, finally. "I keep the tent open by standing as I do."

"Yes, yes," said the Arab; "I will have compassion on you as well as on myself. Come wholly inside."

So the Camel moved forward and crowded into the tent, but the tent was too small for both.

"I think," said the Camel, "that there is not room for both of us here. It will be best for you to stand outside, as you are the smaller. There will then be room enough for me," and with that, he pushed the Arab a little, who made haste to get outside the tent.

Tell the story.

What do you think this fable teaches?

Talk it over in class, and make a paragraph together about it.

Tell the story, each pupil telling a part.

Write the story from memory, being careful to use quotation marks correctly.

Count the quotations in the story.

Notice the mark between the two parts of *fore-legs* in lines 12 and 14 of the story. It is called a **hyphen** and is often used between the parts of a word that is made up of two or more words.

Notice also the hyphen at the end of the fifth line. This is to show that a part of the word *cheerfully* is placed on the sixth line.

Find other hyphens at the ends of lines.

In dividing a word at the end of a line, always make the division between syllables.

LII

(1)

WORD STUDY

Study the following words : —

There, know, by, same, to, meet, red, no, buy, hear, rise, meal, now, see, than, four, too, road, their, may, own, this, here, learn, week, five, one,

through, for, where, set, dear, two, sea, won, those, teach, saw, weak, peace, raise, that, can.

Spell these words from your teacher's dictation. Learn their meanings. Write sentences using these words correctly.

Group together those words which are pronounced alike, and distinguish their meanings.

(2)

GRASSHOPPERS AND CRICKETS

Report of a Study Excursion

Tell about a walk through a field where you observed the habits of grasshoppers and crickets. Tell how you found out where they live; how you caught them without hurting them; what they were doing; what they were eating; what is the best time to catch them.

What do you think there is in the natures of a grasshopper and a cricket which fits them for their life. How do they move? In what way do they protect themselves from their enemies?

Are grasshoppers and crickets friends or enemies of our gardens?

What are the enemies of grasshoppers and crickets? Do grasshoppers and crickets do more harm than good?

Written Exercise : —

Write an account of your excursion, giving a complete story of your observations of grasshoppers and crickets.

Write a letter to a friend telling about your excursion, where you went, who went with you, what you saw.

(3)

THE CRICKET***Memorize : —***

Little inmate, full of mirth,
Chirping on my kitchen hearth,
Wheresoe'er be thine abode,
Always harbinger of good,
Pay me for thy warm retreat
With a song more soft and sweet;
In return thou shalt receive
Such a strain as I can give.

Neither night nor dawn of day
Puts a period to thy play !
Sing, then, and extend thy span
Far beyond the date of man.
Wretched man, whose years are spent
In repining discontent,
Lives not, aged though he be,
Half a span compared with thee.

— WILLIAM COWPER.

Ask your teacher to tell you the story, "How the Crickets brought Good Luck."

LIII

BASEBALL

Draw on the blackboard a diagram of a baseball field.

Write on the diagram the names of the different positions.

Conversation : —

How many players on each side does it take to play a game of baseball?

Tell what the player does in each position.

Give rules for the game so that one who had never seen a game would understand it.

Who wins?

Who besides the players takes part in a game?

Describe the last game that you saw or that you played.

Written Exercise : —

Write in a list the names of all the baseball clubs that you know.

Write in sentences what each player does.

Write in paragraphs the rules of the game.

Write a letter to a friend describing a game of baseball that you have seen or played.

LIV

THE FOX AND THE CAT

*Titles — Abbreviations**Read : —*

A sly old fox, who was very proud of his cunning, one day met a modest cat.

"How do you do, Mr. Fox?" said the cat.

"Very well," replied the fox. "Come now, Mrs. Cat, it is said that you are very quick-witted. Tell me, I pray you, how many tricks you know for escaping the dogs, the enemies of us both."

"Oh, I know but one," answered she, "and that is to scramble up a tree as fast as I can."

"Is that all?" said the fox; "why, I know at least a hundred. How I pity your ignorance!"

Just then they heard the baying of the hounds.

"Good-by," said the cat, and running up a tree, she hid in the branches, where she could see all that happened without being seen.

The fox tried all his tricks in vain. The dogs quickly seized him. As they were dragging him away, the cat called from the tree, "Good-by, Mr. Fox, how I pity you and how glad I am that I know one good thing well!"

Tell the story.

Conversation : —

Give your opinion of the fox and the cat.

What do you think this fable means?

Give reasons for the use of as many of the capitals in this fable as you can.

Notice that *Mr.* and *Mrs.*, wherever they are written, begin with capitals. These words are called **titles**. Other titles are *Uncle* and *President*, when used with names, as *Uncle Henry*, *President Roosevelt*.

Copy in your notebook:—

Titles always begin with capital letters.

Write a list of all the titles you can think of. Use names with the title words in this list, because the words alone, as *uncle*, *president*, are not titles. That is, if you say, "I saw my uncle," the word *uncle* is not a title, but if you say, "Uncle Henry," *Uncle* is a title.

Notice another thing about *Mr.* and *Mrs.* They are followed by periods. That is because they are *abbreviations*. What are abbreviations?

Mr. really stands for *mister* and *Mrs.* for *mistress*, which we commonly call *misses*. What other abbreviations have you already learned?

What rule did you make about them?

All abbreviations are followed by periods, as *Pres.* for President, *Prin.* for Principal. In most cases it is better to write the whole word than to use abbreviations, but *Mr.* and *Mrs.* are almost always written as abbreviations.

Copy the following titles with their abbreviations:—

Doctor — Dr.

Reverend — Rev.

Honorable — Hon.

Professor — Prof.

Captain — Capt.

Superintendent — Supt.

Find others and copy them.

LV

FABLES

(1)

Outline for a Fable

A monkey sees some chestnuts roasting in the coals. He wants some, but is afraid of being burned. He sees the cat near by and persuades her by flattery to pull out the chestnuts, which he then eats.

Conversation : —

Talk about this outline in class and complete the fable, while some one writes the sentences on the blackboard. When you are satisfied, copy it in your notebook. Be careful about punctuation and capitals.

(2)

Original Fables

Here are some topics for original fables : —

The Old Fish, the Young Fish, and the Hook.

The Old Mouse, the Young Mouse, and the Cat.

The Proud Turkey Cock at Thanksgiving.

Choose one of these subjects and make a fable together. First decide what the fable shall teach. Then make up the conversation and, as you agree on sentences, write them on the blackboard. When it is all done, talk about it and correct it, and then copy it in your notebooks.

Written Exercise : —

Each choose another subject and write a fable by yourself.

In writing the fables be careful about sentences, paragraphs, punctuation, and especially quotation marks.

LVI

SEEDS

Writing Descriptions

(1)

Collection and Observation

Bring to the class samples of different kinds of seeds. Study them in class.

Find the *covering*, the *food*, the *germ*.

Conversation : —

Tell what seeds are for. Describe each part.

See if the seeds studied have any other parts than those mentioned. If they have, tell what they are for.

Written Exercise : —

Write in a list the names of all the seeds studied in class.

Write in another list the names of all the other seeds that you are acquainted with.

Write descriptions of all the seeds brought to class, mentioning the shape and size, the covering, the food, the germs. Illustrate your descriptions with free-hand drawings.

Write descriptions of any other seeds that you can remember well enough. Make your descriptions as exact as possible.

If you cannot think of the best words to tell your thought exactly, ask your teacher.

(2)

*Distribution***Conversation : —**

Tell on what kind of plant each seed studied grows — large or small, tree, bush, or herb ; where on the plant it grows ; how it is fastened to the plant.

If you gathered the seeds, did you find them on the plant or on the ground ? If on the ground, were they near the plant or at a distance ?

Did you ever see seeds flying through the air ?

Did you ever find seeds sticking to your clothes ?

Did you ever see them sticking to the hair of animals ?

(3)

Observation :—

Examine again the seeds in class.

See if you can find on them any parts which make it easy for the wind to carry them.

See if they have any parts which make it likely that animals will carry them from one place to another.

Do you see how weeds sometimes “spread” ?

Conversation :—

Tell all the ways you know by which Mother Nature scatters seeds over the earth and makes plants grow in many places.

Written Exercise :—

Write paragraphs on “How Mother Nature scatters Seeds.”

Write an imaginary story of the journey of a seed from the mother plant to its new home, telling how it enjoyed the journey.

LVII

THREE BUGS

Read and talk over :—

Three little bugs in a basket,

And hardly room for two !

And one was yellow and one was black,

And one like me or you.

The space was small, no doubt, for all,

But what should three bugs do ?

Three little bugs in a basket,
And hardly crumbs for two,
And all were selfish in their hearts,
The same as I or you ;
So the strong ones said, " We will eat the bread,
And that is what we'll do."

Three little bugs in a basket,
And the beds but two would hold ;
So they all three fell to quarreling —
The white, and the black, and the gold.
And two of the bugs got under the rugs,
And one was out in the cold !

So he that was left in the basket,
Without a crumb to chew,
Or a thread to wrap himself withal,
When the wind across him blew,
Pulled one of the rugs from one of the bugs,
And so the quarrel grew !

And so there was war in the basket,
Ah, pity 'tis, 'tis true !
But he that was frozen and starved at last
A strength from his weakness drew,
And pulled the rugs from both of the bugs,
And killed and ate them too !

Now, when bugs live in a basket,
Though more than it well can hold,
It seems to me they had better agree —
The white, and the black, and the gold —
And share what comes of the bed and crumbs,
And leave no bug in the cold !

— PHOEBE CARY.

Conversation : —

Why could not the three live together ?

Were they all wrong or all right ?

Does this poem teach anything ?

Were the bugs wise or foolish ?

Why do you think so ?

Do people ever act like these bugs ?

Written Exercise : —

Write a paragraph, telling what you think the poem teaches.

See if you can find stories of unselfish acts to tell in class. Write such a story.

Write the words that rhyme in the first stanza, in the third, in the fifth.

LVIII**A SHOWER IN THE DRAWING-ROOM****Conversation : —**

Discuss the picture on the next page. Tell what these children are doing, what made them do it, who first thought of it. Tell what you think they said to each other.

Is water good for carpets and rugs ? Are the children enjoying themselves ? Why do you think so ? What will mother say ? What will she do ?

Will the children be so happy then ?

What do you think mother ought to do ?



A SHOWER IN THE DRAWING-ROOM

BLUM

Written Exercise :—

Write what the little boy said.

Write what the little girl said.

Write what the mother will say.

Write a story of it all, being careful about your sentences, paragraphs, and quotation marks.

LIX

A STREAK OF SUNSHINE

The Comma

Read: —

"Well, grandma," said a little boy, resting his elbows on the old lady's armchair, "what have you been doing here at the window all day by yourself?"

"All I could," said grandma, cheerfully; "I have read a little, and then looked out at the people. There's one little girl, Arthur, that I have learned to watch for. She has sunny brown hair and her eyes have the same sunny look in them, and I wonder every day what makes her look so bright. Ah, here she comes now."

"That girl with the brown apron on?" he cried. "Why, I know that girl. That's Susie Moore, and she has a very hard time, grandma."

"Has she?" said grandma. "Oh, little boy, wouldn't you give anything to know where she gets all that brightness from?"

"I'll ask her," said Arthur, promptly; and to grandma's surprise he raised the window and called, "Susie, oh, Susie, come up here a minute; grandma wants you!"

The brown eyes opened wide in surprise, but the little maid turned at once and came in. "Grandma wants to know, Susie Moore," exclaimed the boy. "what makes you look so bright all the time?"

"Why, I have to," said Susie; "you see, papa's been sick a long while, and mamma's tired out with taking care of him, and baby's cross with her teeth, and if I were not bright, who would be?"

"Yes, yes, I see," said dear old grandma, putting her arms around this little streak of sunshine. "That's God's reason for things; they are here because somebody needs them. Shine on, little sun; there couldn't be a better reason for shining than because it is dark at home."

Tell the story in class.

Conversation:—

What do you think of Susie?

Was she right?

Which was wiser, Susie or the little bugs in the basket? Why?

Which would you rather act like?

The Comma with Person or Thing Addressed

Count the number of times each of these marks " " . ? is used in the story. Tell why they are used in each case.

There is another mark that is used very often, and for several purposes. This is the mark (,) and it is called a *comma*. It is used after *grandma* in the first paragraph, and *Arthur* in the second; after *little boy* in the fourth, and *Susie* in the fifth; all for the same reason. What is that reason? Talk about it in class until you are sure. Then look at the third and fourth paragraphs and see if you can find where a comma is used for the same reason.

Write on the blackboard what you have agreed upon.

Copy in your notebook :—

Commas are used to separate the names of persons or things spoken to from what is said to them.

Find in your readers or other books commas used for this reason.

LX

"I SHINE," SAYS THE SUN

The Comma with a Quotation

Read and talk over :—

"I shine," says the sun,
"To give the world light,"
"I glimmer," adds the moon,
"To beautify the night,"
"I ripple," says the brook,
"I whisper," sighs the breeze,
"I patter," laughs the rain,
"We rustle," call the trees,
"We dance," nod the daisies,
"I twinkle," shines the star,
"We sing," chant the birds,
"How happy we all are !"
"I smile," cries the child,
Gentle, good, and gay ;
The sweetest thing of all,
The sunshine of each day.

—LOUISA M. ALCOTT.

How many times are quotation marks used in the poem ? Notice the mark after each quotation. What is it called ?

Where have we already learned to place this mark?

Here is another place.

Study the poem and make in class a new rule for the use of the comma.

Copy in your notebook:—

A comma is commonly used after a quotation, unless it is a question or the end of a sentence.

LXI

OCTOBER

Word Study — Observation — Description

(1)

October is the month of painted leaves. Their rich glow now flashes round the world. As fruit and leaves and the day itself acquire a bright tint just before they fall, so the year nears its setting. October is its sunset sky; November, the later twilight.

— HENRY D. THOREAU.

Copy the above paragraph. Be careful to use all the punctuation marks and the capitals just as they are printed.

Let each member of the class find a passage in poetry or prose appropriate for October. Copy it, and read and talk about it in class.

Memorize the selection that you like best.

(2)

AMONG THE NUTS

*Pictures in Words**Read:—*

A wee little nut lay deep in its nest
Of satin and down, the softest and best;
And slept and grew while its cradle rocked,
As it hung in the boughs that interlocked.

Now the house was small where the cradle lay,
As it swung in the wind by night and day;
For a thicket of underbrush fenced it round,
This little lone cot by the great sun browned.

The little nut grew, and ere long it found
There was work outside on the soft, green ground;
It must do its part, so the world might know
It had tried one little seed to sow.

And soon the house that had kept it warm
Was tossed about by the winter's storm;
The stem was cracked, the old house fell,
And the chestnut burr was an empty shell.

But the little seed, as it waiting lay,
Dreamed a wonderful dream from day to day,
Of how it should break its coat of brown,
And live as a tree to grow up and down.

Conversation:—

Talk about the picture in each stanza.
Try to see the pictures.

Tell just what you see.

Was the nest really made of satin and down?

Was it really a cradle?

Why does the poet use these words?

See if you can think of any other picture words that you could use in talking about the nuts.

Does the poem teach any lesson?

Expressive Activities : —

Illustrate the poem in color.

Illustrate on the blackboard a party in the woods chestnutting.

(3)

CHESTNUTTING

Conversation : —

Did you ever go chestnutting?

Tell where you went, how you gathered the nuts, what kind of day it was, and all the interesting things that happened.

Make your description of the day's experiences so clear that any one listening to it might paint it.

Written Exercise : —

Write the story of your going nutting as fully as you can, in paragraphs following this outline : —

Who went.

Where you went.

How you went.

What happened by the way.

How many trees there were.

How you got the nuts from the trees.

How many you got.

Tell any interesting thing that happened on the trip.

(4)

THE CHESTNUT TREE

Observation : —

Study a chestnut tree.

Observe its size and shape; the color of the bark, whether it is rough or smooth; the color and shape of the leaves; the way the branches grow, whether spreading or upward; whether the wood is soft or hard; where the nut grows.

Describe the bur, outside and inside. Tell why the outside is prickly; whether the shell is thick or thin; the color when unripe, when ripe.

Written Exercise : —

Write a paragraph describing the chestnut tree and one describing the nut and its coverings.

LXII

JOHN SMITH

Come, Come, Has Come

(1)

Read : —

Powhatan was chief of a powerful tribe of Indians near the James River in Virginia.

John Smith was the ablest and greatest man among the white people who came from England and settled at Jamestown, not far away from Powhatan's camp. The following story about him has come down to us.

One day Powhatan with his braves is in his camp. Suddenly a runner comes with a message from Powhatan's brother. The great white leader has been taken prisoner, and will soon be here.

The Indians are greatly excited. Powhatan puts on his royal robe of raccoon skins and seats himself before the fire. The braves all stand about him, wearing their feathers and war-paint. The women of the camp, dressed in bright-colored blankets, with strings of beads about their necks, come forward and stand behind the chief.

Soon the prisoner comes. All the Indians give a shout of triumph, for he has been their most dreaded foe. A council is held. It is decided that Smith must die. Two large stones are placed before the fire, and Smith is told to place his head upon them. Just as the Indians are about to strike, Pocahontas, the chief's little daughter, runs to the prisoner, throws herself upon him, places her head on his head, and begs her father to spare the white man's life.

Powhatan hesitates, then consents. Smith is saved.

Tell this story in class.

(2)

Find out and tell all that you can about John Smith, following this outline:—

1. A soldier when sixteen years old.

2. Thrown overboard from a vessel and rescued by a pirate.

3. Fighting against the Turks.

4. Sold as a slave.

5. Escapes and returns to England.

6. Goes to Virginia.

7. The leader of the colony.

8. Saved by Pocahontas.

Select any of the above topics and write one or two paragraphs upon it. Write together a story of John Smith, following the outline above.

(3)

Come, Came, Has Come

Copy all the sentences in the story in which you find the words *come, came, comes, has come*.

If you can find the same words in your readers, copy the sentences containing them.

Write sentences of your own containing *come, came, comes, has come*.

LXIII

WISE SAYINGS

Words that Describe

(1)

Memorize:—

1. Do you know what fairy palaces you may build of good thoughts?

—JOHN RUSKIN.

2. It is never too late to write gentle words.

— GEORGE ELIOT.

3. There is no such thing as bad weather; only different kinds of good weather. — JOHN RUSKIN.

4. One conquers bad habits more easily to-day than to-morrow. — CONFUCIUS.

Words help us to make our thoughts clear to others, and, as we have seen, different words have different uses.

Write a list of all the words that are used as names of persons or things in all the "wise sayings."

Some words are used to describe things, to tell of what kind they are. *Fairy* and *good* in the first sentence are such words. *Fairy* describes *palaces*. *Good* describes *thoughts*.

Write in a list all the words that *describe* in the above sentences.

(2)

THE FOX AND THE CROW

Words that Describe

Read:—

To a dairy a Crow,
Having ventured to go,
Some food for her young ones to seek,
Flew up to the trees,
With a fine piece of cheese,
Which she joyfully held in her beak.

A Fox, who lived by,
To the tree saw her fly,
And to share in the prize made a vow ;
For having just dined,
He for cheese felt inclined,
So he went and sat under the bough.

She was cunning, he knew,
But so was he too,
And with flattery adopted his plan ;
For he knew if she'd speak,
It must fall from her beak,
So he, bowing politely, began.

" 'Tis a very fine day : "
(Not a word did she say ;)
" The wind, I believe, ma'am, is south ;
A fine harvest for peas : "
He then looked at the cheese,
But the Crow did not open her mouth.

Sly Reynard, not tired,
Her plumage admired,
" How charming ! how brilliant its hue !
The voice must be fine,
Of a bird so divine,
Ah, let me just hear it, pray do.

" Believe me, I long
To hear a sweet song."
The silly Crow foolishly tries :
She scarce gave one squall,
When the cheese she let fall,
And the Fox ran away with the prize.

— JANE TAYLOR.

Talk about this poem in class.

What do you think of the fox? What of the crow?

Copy from the poem all the words that *describe*.

LXIV

BEOWULF

General Review

To the Teacher. — Consult note E, page 200.

(1)

THE DANES

Read :—

More than two thousand years ago, on the coast of the northern ocean, lived a people called the Danes. They loved sailing and fighting better than anything else. They were tall and fair, with long yellow hair and bright blue eyes.

They chose a king, who cared for them and gave rings and presents when he wished to show his favor. For this reason he was called "Ring-giver" and "Gift-giver."

Conversation :—

Where did the Danes live?

Tell all you can about their country.

Describe them.

What did they like best to do?

Tell all you can about the king.

By what names was he known? Why?

Ask and answer as many more questions as you can.

Expressive Activities :—

Bring to the class all the pictures that you can find of armor such as the Norsemen wore, of ships such as they sailed in, and of other things mentioned in the story.

Draw and paint pictures of your own of the people and the things they used. Make models of boats and armor and other things that you have talked about. Tell the class how you did these things. Keep carefully all the things that you have made or brought to school, to be used later.

To the Teacher.— Write suggestive and difficult words on the blackboard and leave them there.

(2)

HROTHGAR,¹ KING OF THE DANES

Read :—

Hrothgar, king of the Danes, built a great mead hall, which was covered with gold and crowned with antlers. It stood on a terrace with benches all around outside and a broad stone road leading to it. They called this beautiful building Heort² or Hart Hall. There at

¹ Pronounced Hröt'gar.

² Pronounced Hs'ort.

night, when the king and his warriors met to feast and listen to the harp, a terrible thing happened. Grendel, a hateful monster, crept softly to the hall where the knights were asleep, and killed thirty of them. For twelve long years this frightful creature troubled the Danes, until all the people were sad and sorrowful.

Conversation : —

Who was Hrothgar?

What great hall did he build?

Describe it.

What did the people do in it?

Tell about the dreadful thing that happened.

Expressive Activities : —

Paint a picture of Heort.

Construct mead benches.

Draw a picture of Grendel.

Bring to class pictures illustrating this story.

Written Exercise : —

Write in good sentences the story of Hrothgar.

(3)

HYGELAC,¹ KING OF THE SAXONS

Read : —

Hygelac ruled the land of the Saxons, distant about a day's voyage from the home of the Danes. The bravest and strongest of the Saxon princes was Beowulf,² who had the strength of thirty men.

¹ Pronounced Higē'lac.

² Pronounced Bā'o wulf.

A minstrel wandered from the land of the Danes to the land of the Saxons. In the evening, when the noble warriors were all seated in Hygelac's great hall, the minstrel took his harp and sang the story of the troubles of the Danes and the dreadful deeds of Grendel.

Then said Beowulf to Hygelac, "Give me a few brave knights for companions, and I will go and kill this Grendel." And Hygelac said, "Go, my son, and help our brothers, the Danes."

Then Beowulf set sail with fourteen chosen companions to help Hrothgar.

Conversation : —

Where did the Saxons live ?

Who was their bravest warrior ?

Tell all you can about him.

How did the Saxons learn of the troubles of the Danes ?

What did Beowulf say to Hygelac ?

What did Hygelac reply ?

Expressive Activities : —

Find pictures of Saxons and Danes, showing differences in armor and weapons.

Make a model of the ship; of the minstrel's harp.

Represent the voyage on the sand table, using as many of the things already made as are needed.

Paint the various persons, things, and scenes, in water colors or with ink.

Make a model of Heort.

Written Exercise . —

Write sentences about Hygelac and the Saxons.

(4)**THE COMING OF THE SAXONS TO THE LAND OF
THE DANES*****Read : —***

The wind-carried them swiftly over the smooth seas, the "whale-paths." At evening they saw the palace of Hrothgar, gilded by the setting sun, high upon the cliffs.

When they were about to land on the Danish shore, a coast guard, who had seen them from his watch tower, rode down to the shore to ask why they came bearing arms. Beowulf told him of their errand, and the guard gladly led them to Heort, where Hrothgar joyfully welcomed them.

In the evening Hrothgar made a great feast in honor of his visitors, and as they sat about the mead table in the great hall, he told Beowulf of the dreadful Grendel and all their woe.

Then Beowulf said to the king, "I have come to help you, and I will slay this monster with my own hand." At this the king rejoiced, and promised to Beowulf great gifts, if he should rid them of their terror.

Conversation : —

Tell about the sea guard ; what he did when he saw the Saxons ; what Beowulf replied to him.

Tell about the meeting with the king ; how they passed the evening ; what the king said.

Ask one another many more questions and answer them, being careful to use the best words that you know.

Expressive Activities : —

Find pictures of different kings and queens.

Make a sand table picture of the harbor.

Paint a picture of the harbor and the castle, with the coast guard and the boat of the Saxons arriving.

Written Exercise : —

Write in sentences the story from the beginning. Arrange the sentences in paragraphs.

(5)

THE BATTLE WITH GRENDEL

Read : —

When night came, all the Danes went away from the hall, leaving Beowulf and his brave companions to wait for Grendel. Soon he came, creeping softly, and, seizing the nearest knight, quickly crushed his bones. Beowulf wrestled with the monster. After a fierce struggle he tore one of Grendel's claws from the shoulder. Grendel fled to his home and there died. The great claw was hung from the ceiling, and all the Danes gave thanks. Rich presents were given to Beowulf for his bravery, rings and a collar of gold and noble horses all in armor. The beautiful queen herself passed the mead bowl to the brave warriors and presented them

the gifts, with her own hands placing a priceless collar of gold about the neck of Beowulf.

Then the warriors, Danes and Saxons together, lay down without fear upon the mead benches to sleep. But Beowulf slept in the palace.

Conversation : —

Describe Grendel's coming.

Tell about the battle.

How did the Danes feel about the death of Grendel ?

What did Hrothgar say ?

Describe the gifts.

Where did the warriors sleep ?

Expressive Activities : —

Make models of the gifts.

Tell the story of the feast, in water colors or ink with a brush.

(6)

Write in sentences all you can of the Battle with Grendel.

How many sentences have you made ? Turn to the first part of the story on page 130. How many paragraphs are there in it ? Count the sentences in the first paragraph. Read them. Do the same for the second paragraph. Why do you think these sentences are not all put in one paragraph ?

Read the third and fourth paragraphs. See if you can divide them differently. Which are better, yours or those in the book? Why? Beginning with the sentences that you have written, make a paragraph of as many sentences as you think should be put together.

Make a second paragraph and a third. Tell why you have made the paragraphs as you have. Let several copy their first paragraphs on the blackboard. Compare them and decide which are good paragraphs and which are not. Tell why.

Write in good paragraphs the whole story as told thus far.

(7)

GRENDDEL'S MOTHER COMES

Read:—

But the troubles of the Danes were not yet over. Grendel's mother was a monster even more terrible than Grendel himself. She lived at the bottom of a deep, dark pool in the marshes.

When she saw her son dead at the hand of Beowulf, having left his claw in Hrothgar's castle, she vowed that she would have revenge.

So the next night, while the warriors were sleeping as they were used to do before Grendel came, the mother of Grendel crept up from the marsh in which she lived. She seized the king's dearest friend and carried him away, taking also her son Grendel's claw.

Conversation :—

Describe Grendel's mother as you imagine her.

Where did she live? What did she do?

Why did not Beowulf defend the warriors?

Expressive Activities :—

Draw a picture of Grendel's mother.

Paint a picture of the men asleep on the mead benches.

(8)

THE BATTLE WITH GRENDEL'S MOTHER***Read :—***

Early in the morning, when Beowulf asked Hrothgar if all went well, the sorrowful king replied, "Do not ask me if things go well"; and he told the dreadful new story.

Beowulf quickly armed himself and followed the monster. Clad in all his armor, with his sword in his hand, he leaped into the black pool, while his friends waited for him on the bank. Frightful water beasts and sea serpents swam after him, but he escaped them all.

At length Grendel's mother beheld him coming and went forth to meet him. He wrestled with the witch, but she bore him to her home at the bottom of the pool. There Beowulf saw the body of Grendel lying dead.

A terrible fight took place, and Grendel's mother had almost beaten Beowulf, when he saw on the wall a huge sword, the work of giants. He quickly seized it and killed the monster with it. He also cut off Grendel's head. So poisonous was his blood that the blade melted



FROM "HEROES OF MYTH."

BEOWULF LEAPED INTO THE BLACK POOL

like snow and only the hilt remained. Taking this and the head of Grendel, Beowulf hurried to the upper world.

All day long his faithful followers had waited on the bank for their dear leader. They were almost in despair, thinking that the monster had killed him. Suddenly they saw his head above the waves. They shouted for joy and rushed to his aid. Four men were needed to carry the awful head of Grendel.

Conversation:—

How did Beowulf learn of the new trouble?
What did he do?

Describe his going to Grendel's home.

Describe the battle.

What kind of blood had Grendel?

Describe Beowulf's home coming. How did his companions feel?

Written Exercise:—

Write in good paragraphs the story of Grendel's mother.

(9)

BEOWULF'S JOURNEY HOMEWARD

Read:—

Then there was great rejoicing indeed in beautiful Heort. The king embraced Beowulf and called him his dear son. Again at night a noble feast was given to the brave Saxons. The queen once more appeared and passed the mead bowl, while all rejoiced. More

gifts were given to Beowulf and his friends, and Hrothgar promised to come to their defense, if ever they should need it.

In the morning Beowulf and his companions prepared to depart to their own home among the Saxons. Hrothgar, weeping, blessed Beowulf and embraced him, for he loved the brave youth.

The vessel was loaded down with the noble gifts of the king and queen, gifts for Beowulf and all his men, and for Hygelac also. The heroes then set sail, and before night they saw the shores of their own land, where Hygelac and all the people welcomed them with great rejoicing.

Conversation : —

Discuss Hrothgar's joy and gratitude; how he felt at Beowulf's departure; the return; how the Saxons felt over the hero's return.

Written Exercise : —

Write the whole story from the beginning.

(10)

To the Teacher. — See note F, page 300.

THE LAST DAYS OF BEOWULF

Read : —

For many years Beowulf lived among the Saxons, until Hygelac died. Then the people chose Beowulf for their king. He ruled wisely for fifty years. Then trouble came.

A slave, fleeing from his master, found the cave of a dragon, who, for three hundred years, had guarded a

great hoard of gold and silver. As the terrible creature was asleep, the slave took a golden cup and many beautiful rings, which he gave to his master for a peace offering. When night came, the angry dragon went in search of his lost treasure, breathing out flames and burning the homes of the people. Even the king's palace was destroyed.

Then Beowulf went to fight the dragon, taking with him a band of warriors. When the dragon rushed out, all deserted Beowulf except one, who was called Wiglaf. The struggle did not last long. The dragon was killed, but Beowulf was so terribly injured that he knew he too must die.

Wiglaf seated the dying king on a rock, gave him water, and then brought gold and silver from the cave to show the hidden treasure. Beowulf placed his golden collar on Wiglaf, telling him to be king. He asked that the treasure be divided among his people, and his ashes buried near the sea that he loved.

When Wiglaf told the Saxons of Beowulf's death and of his last thought for them, they could not be comforted.

"So with groanings sorrowed all the great folk,
All his house companions for their house lord's overthrow.

Quoth they that he was of the world kings all,
Of all men the mildest, and to men the kindest,
To his people gentlest, and of praise the keenest."

LXV

LETTERS

(1)

Read this letter that Sir Walter Scott wrote to his daughter. Anne and the other children were his grandchildren.

Abbotsford, May 8, 1813.

My dear Sophia :

I received your letter, in which you say nothing of Walter's schooling. I hope that goes on well. I am sorry to say the poor Cuddy is no more. He lost the use of his kind eyes, so we were obliged to have him shot, out of humanity. This will vex little Anne, but as the animal could never have been of the least use to her, she has less reason to regret his untimely death ; and I will study to give her something that she will like as well, to make amends, namely, a most beautiful peacock and peahen, so tame that they come to the porch and feed out of the children's hands.

They were a present from Mertoun, and I will give them to little Anne to make amends for this family loss of the donkey.

Give my love to Walter, Anne, and little Charles.

Mamma joins me in kind compliments to Miss Miller, and I am always,

Your affectionate papa,
Walter Scott.

Conversation :—

What do you think of Anne's grandfather ?

Have you a grandfather ?

Which do you think Anne would rather have, Cuddy the donkey, or the peacock and peahen?

Written Exercise :—

Copy the heading, salutation, closing phrase, and signature of the letter.

Write a letter to a real or make-believe grandfather telling about Anne and her grandfather.

Be careful that the heading, salutation, closing phrase, capitals, and punctuation are all correct.

(2)

Turn to page 44 and read again Mr. Dodgson's letter to Isabel.

Imagine that you are Isabel, and after you have received the copy of "Alice in Wonderland," write Mr. Dodgson and thank him for it.

First write the present date and your own address for the heading. What salutation will you use for your new friend?

You may call him either *My dear Friend* or *Dear Mr. Dodgson*. Copy these forms.

How will you close your letter?

Here are several forms that are suitable: *Your grateful little friend*, *Yours gratefully*, *Your friend*.

Copy these forms.

Talk about the forms for both salutation and closing, and then write the letter to Mr. Dodgson.

Note that when you write of a book, magazine,

or newspaper, giving the title, you must not only use capitals, but you should inclose the title in quotation marks.

Write a letter from Agnes to her father, General Lee (see page 94), answering his from the City of Mexico, telling him what you are doing at home, and also telling him that you will try to do as he asks.

(3)

Addressing Envelopes

After the letter is written, it is put into an envelope and *addressed to* the person to whom it has been written. Here are some addresses as they would appear on envelopes.

Miss Gertrude Brooks,
Andover,
Massachusetts.

Mr. Charles H. Gleason,
555 Summer Ave.,
Newark,
New Jersey.

Miss Alice P. Ray,
Big Lake,
Minnesota.

R. F. D. No. 1.

Mark off on paper three oblongs, each six by three and one half inches.

Copy in them the addresses given above.

Notice how the words are placed and what punctuation marks are used.

The first address is for a person living in a small town, where people go to the postoffice for mail, or where everybody is so well known that it is not necessary to write the street and number.

The second is for a person living in a large city, and contains all the direction necessary to tell the postman where to take the letter.

The third envelope is for a person living in the country, where there is a mail carrier going about in a wagon and leaving mail at the houses. "R. F. D." means Rural Free Delivery, and No. 1 means the number of the mail carrier, or the route he travels.

All envelopes when addressed should have the name and title of the person addressed, the town or city, and the state, in this order — Name

Town or City,

State.

If the letter is sent to a city, the street and number should follow the name. If it is sent to the country where there is a mail carrier, the letters "R. F. D." and the number of the route should be put in the lower left-hand corner.

Write addresses such as you would put on envelopes for letters to the following people:—

H. C. Atterbury, who lives in Windham, Maine, on rural free delivery route number two.

Mr. George L. Wilson, who lives at 364 Lincoln Avenue, St. Paul, Minnesota.

Miss Edith A. Scott, who lives at 274 East Avenue, Rochester, New York.

Miss Sarah C. Brooks, Principal of the Normal School, Baltimore, Maryland.

LXVI

OCEANUS HOPKINS

Reproduction

Read:—

Long, long ago a ship full of people was sailing across the ocean to this land. These people were called Pilgrims. *Pilgrim* means *wanderer*, and these people were wandering from place to place in search of a home where they could worship God as they thought right.

The ship was a sailboat and not very large. Few would think now of crossing the ocean in so small a vessel. But the Pilgrims were brave men and women, and were not afraid of anything when they thought they were in the right. So they made this long and dangerous journey across the wide ocean to the New World.

They were many, many days upon the deep. On one of those days a little baby boy was born. How the women all rejoiced, and what care they took of the new baby who had never seen land!

Because he was born on the ocean, they named him Oceanus — Oceanus Hopkins.

Conversation : —

Tell this story in class.

Find out any more facts that you can about Oceanus and tell them in class.

Written Exercise : —

What was the baby's given name?

What name was his surname?

Write the whole story.

LXVII

"DOWN TO SLEEP"

Word Study

Read and study : —

November woods are bare and still;
November days are clear and bright;
Each noon burns up the morning chill;
The morning's snow is gone by night.
Each day my steps grow slow, grow light,
As through the woods I reverent creep,
Watching all things lie "down to sleep."

I never knew before what beds,
Fragrant to smell and soft to touch,
The forest sifts and shapes and spreads.
I never knew before how much
Of human sound there is in such
Low tones as through the forest sweep,
When all wild things lie "down to sleep."

Each day I find new coverlids
Tucked in, and more sweet eyes shut tight ;
Sometimes the viewless mother bids
Her ferns kneel down, full in my sight ;
I hear their chorus of "good-night ;"
And half I smile and half I weep,
Listening while they lie "down to sleep."

—HELEN HUNT JACKSON.

Memorize the poem.

Study the following words in the poem until you are sure of their meanings. See if you can use any other words in their places. If you can, which do you like better ? Why ?

Words to Study : —

Stanza I : —

bare, still, burns up, reverent, creep.

Stanza II : —

fragrant, sifts, shapes, spreads, low, sweep.

Stanza III : —

coverlids, tucked in, sweet, viewless, kneel down, chorus.

Find all the pictures you can in the verses.

What does the poet mean by *beds* and *coverlids* ?

If you can, in November, go out into the woods or into a park where there are trees, and try to find the pictures described in the poem.

Written Exercise : —

Write a story of what you found under the trees in November.

LXVIII**THANKSGIVING LESSONS***Review*

These lessons are to be studied about Thanksgiving time ; they will take several days. Your teacher will ask some questions for conversation and written exercises, and you can ask yourselves others. After the study of each section, write the story in good paragraphs.

(1)**THE PILGRIMS****Conversation : —***Topics : —*

Discuss who the Pilgrims were,
Why they left their native land,
What sort of people they were,
Who their leaders were.

Describe their ships and the preparation they made for the journey.

(2)**LIFE IN HOLLAND**

To what country did they first sail ? Why ?

What did they do there? How long did they stay? Why did they leave?

Describe their preparation for this second voyage.

Did they know anything about the land they were going to?

Do you think it required courage to make this voyage?

Describe the voyage.

What do you recall of Oceanus Hopkins?

With your teacher's help make lessons on each of the following topics, filling out the outlines: —

(3) The Landing.

(4) Incidents of the First Winter.

(5) The Return of the *Mayflower*.

(6) The First Spring and Summer and Fall.

(7) The First Thanksgiving.

(8) The People — Character, Appearance, Dress, Customs, Names of Leaders.

Expressive Activities: —

Paint a picture of the *Mayflower*.

Bring to class pictures of Pilgrims.

Make all things needed and illustrate on the sand table: —

The voyage.

The first winter.

The first Thanksgiving.

LXIX

THE NEWSBOY

Capitals in Headings**Conversation : —**

This is a picture
of a boy who gets
up at four o'clock
every morning.

Discuss : —

Why he gets up
so early,

What he has
under his arm,

Where he got
the papers,

Whether he will
sell them all,

Why some news-
boys sell more pa-
pers than others.

Is the life of a
newsboy an easy
or a difficult one?

Why?

Find out all you can about the newsboys of your town. Tell where they live, why they sell papers, where they sell them, how much money they make.

Written Exercise :—

Write a story about one of them.

If you have ever been a newsboy, write your experiences.

Conversation :—

Have people always had newspapers?

In what way do newspapers help us?

What is the man at the head of the newspaper called? What does he do?

How many newspapers do you know that are published in your town? Write their names.

Write on the blackboard or on paper the names of all the papers that you know or have in your homes.

With what kind of letter does each word in the name of a paper begin?

Write a rule for this. When your teacher approves of the rule, copy it in your notebook.

LXX**JAMES WATT***Reproduction***Read :—**

James Watt was the first man to make a steam engine that would draw a wagon or a car. He never would have succeeded in doing this, if he had not learned when a boy to do three things.

He learned to observe closely what was going on about him, so that he saw many things which others often did not notice at all. He also learned to think

about what he observed, and to find out the causes. The third thing that he learned was to use tools skillfully.

James was not a strong boy and he could not play much with the other boys. So his mother gave him a set of tools, and he played and worked with them, until he could use them handily and make a great many things. This was his *manual training*, and he found it very useful when he became a man, and especially when he was making his steam engine.

He was always a close observer, and even when a little boy was watching and watching to see what he could find out, especially in nature. This was his *nature study*.

One day James was visiting his aunt. There was a tea kettle on the fire, and he watched it for a long time. His aunt thought he was idle and at length said to him : —

“I never saw such an idle boy as you are. Take a book or do something useful. For the last hour you have not spoken one word, but you have been taking off the lid of that tea kettle and putting it on again, holding now a cup and now a silver spoon over the steam, watching how it rises from the spout, catching and counting the drops as they fall. Are you not ashamed of spending your time in that way ?”

But James was not idle. He was observing, and when he became a great man and came to make steam engines, his *manual training* and his *nature study* he found were among his best friends.

Tell this story.

If you can find any other stories of Watt, tell them in class.



WATT DISCOVERING THE POWER OF STEAM

NEAL

Conversation:—

Name all the uses of steam that you can think of.

Tell about the largest steam engine you ever saw.

Would you like to be an engineer? Why?

LESSON LXXI

THE SICK FRIEND

*Study of a Picture***Conversation : —**

Who is the sick friend ?

What do you think is the matter with him ?

What is the taller girl doing ?

Tell as long a story as you can from the picture.

Written Exercise : —

Write a paragraph describing the wagon and what it contains.

Write another describing the doctor as you imagine him.

Write in three paragraphs the story of the picture.

Give names to all the children, both surnames and given names, and write their conversation with the doctor.

Select the best conversation. Copy it on the blackboard. Then choose parts and act the story.

Kindness to Animals

The merciful man is merciful to his beast. — PROVERB.

Discuss in class reasons why we should treat animals with kindness.

Write a story telling of kindness to animals.

Write a rule for your own treatment of animals and copy it in your notebook.



THE SICK FRIEND

LXXII

BIRDS

Stories for Oral Reproduction

(1)

OUR BIRDS

Memorize:—

God sent his singers upon earth
With songs of gladness and of mirth,
That they might touch the hearts of men
And bring them back to heaven again.

—LONGFELLOW.

Read the following stories to yourselves, then tell them in class.

(2)

JACK

Read and tell:—

Mr. Haven had a pet crow, Jack, of which he was very fond. One day Jack disappeared, and all supposed that he had been killed.

Nearly a year afterward, Mr. Haven was standing on the river bank with some other gentlemen when a flock of crows flew over. Suddenly one of them left the flock and lighted on Mr. Haven's shoulder and began to chatter to him most loudly, much to the amusement and astonishment of the other gentlemen. It was Jack, who had dropped down to make a call on his old friend.

But when Mr. Haven tried to catch him, Jack flew away and he never came back. He had learned the joy of freedom.

(3)

THE ROBIN'S NEST

Read and tell:—

One morning the sexton went into church to make sure that all was clean and in good order before the people came.

He saw something on the pulpit that made him open his eyes in wonder. It was a robin's nest built under the shelf, and it had two blue eggs in it. The sexton thought of a Bible verse and did not disturb the nest.

In time the old bird laid two more eggs; then she sat on them to hatch them. Soon there were four little naked robins in the nest on the pulpit. They stayed there till they grew up, and the old bird used to come in and feed them during the service.

(4)

THE MOURNER COMFORTED

Read and tell:—

A pair of royal cranes from Africa were kept in a bird house in England. After a time one of them was taken sick and died.

The other mourned for him and pined away till the people thought he would die.

Then some one put a large looking-glass into the cage. The crane saw himself in it and thought it was his mate. He used to walk back and forth before it and make gestures, which the bird in the glass answered.

The crane was comforted for his loss. He got well and lived several years.

Conversation :—

Tell these stories in class.

Tell other stories about birds.

What does *Mr.* stand for ?

Why is the period placed after it ?

Written Exercise :—

Write a story of birds that you have seen or heard about.

LXXIII

THE LITTLE CHRISTMAS TREE

Prose and Poetry

(1)

Read and study :—

The Christmas Day was coming, the Christmas Eve
drew near;

The fir trees they were talking low at midnight cold
and clear.

And this was what the fir trees said, all in the pale
moonlight:

“Now which of us shall chosen be to grace the holy
night?”

The tall trees and the goodly trees raised each a lofty
head,

In glad and secret confidence, though not a word they
said;

But one, the baby of the band, could not restrain a sigh
"You all will be approved," he said, "but oh, what
chance have I?"

"I am so small, so very small, no one will mark or know
How thick and green my needles are, how true my
branches grow,
Few toys or candles could I hold, but heart and will
are free,
And in my heart of hearts I know I am a Christmas
Tree."

The Christmas angel hovered near; he caught the
grieving word,
And laughing low he hurried forth, with love and pity
stirred.
He sought and found St. Nicholas, the dear old Christ-
mas saint,
And in his fatherly, kind ear rehearsed the fir tree's
plaint.

Saints are all powerful, we know, so it befell that day
That, ax on shoulder, to the grove a woodman took his
way.

One baby girl he had at home, and he went forth to find
A little tree as small as she, just suited to his mind.

Oh, glad and proud the baby fir, amidst its brethren
tall,

To be thus chosen and singled out, the first among them
all!

He stretched his fragrant branches, his little heart beat
fast.

He was a real Christmas Tree, he had his wish at last.

One large and shining apple, with cheeks of ruddy gold,
Six tapers and a tiny doll, were all that he could hold.
The baby laughed, the baby crowed, to see the tapers
bright:

The forest baby felt the joy, and shared in the delight.

And when at last the tapers died, and when the baby
slept,

The little fir in silent night a patient vigil kept.

Though scorched and brown his needles were, he had no
heart to grieve;

"I have not lived in vain," he said. "Thank God for
Christmas Eve!"

—SUSAN COOLIDGE.

(2)

Poetry

Conversation:—

"The Little Christmas Tree" is a *poem*. The stories in the last lesson are called *prose*. What differences do you see?

Read aloud the first paragraph of "Jack" in the last chapter (p. 158).

To the Teacher.— Discuss with the class the following topics:—

Difference between prose and poetry. 1. In form—rhythm, rhyme, meter. 2. In character—figures of speech, pictures in words. For example: Trees *talking*. Trees *feeling* proud, sad, glad. A Christmas Tree in *heart*. Pictures in the last stanza. *Never paraphrase a poem.*

Read the first stanza of the poem aloud.

What difference do you notice in the sound?

In reading the poem aloud, notice whether the syllables that you accent are the same distance apart.

How is it with the story of Jack?

In which do you find rhymes?

Which could you sing?

Do trees *talk*?

Do trees *feel proud*, or *sad*, or *glad*?

In which, prose or poetry, is it more common to speak of trees as *talking* or *feeling*?

In which do you find more pictures in the words, the poem or the prose?

What pictures can you find in the first two stanzas that seem to you more like poetry than prose?

Which do you like better, poetry or prose? Why?

Which can you remember better?

(3)

Study of the Poem

Conversation : —

Tell what pictures you can find in each stanza.

Make a list of all the words that *describe* in the second stanza. Be sure that you know what each of these words means. Try to put some other in its place and see which is better and why.

For example, in the sentence : —

“The *tall* trees and the *goodly* trees raised each a *lofty* head.” Could you use *long* in the place of *tall* ? Could you use *high* ? *lofty* ?

Try similar experiments with *goodly* and *lofty*.

Was the little fir tree right when he said, “I have not lived in vain ” ?

Did he do well to be satisfied with his life ? Why ?

Written Exercise : —

Write in good sentences what you think are the differences between poetry and prose.

Write in a paragraph what lesson you think this poem teaches.

LXXIV

A DIARY

(1)

Read : —

A diary is a record kept from day to day of what one has done and what has happened, especially what has been interesting or has seemed important.

Here are a few selections from the diary of Anna Green Winslow, a little girl who lived long ago in Nova Scotia. She was visiting her aunts

in Boston and put down in her diary what interested her most. If you think her language a bit queer, remember that she wrote a long time ago, when people spoke and wrote as Anna did.

April 24th. — I drank tea at Aunt Sukey's. Aunt Stover was there. She seemed to be in charming good health and spirits.

My cousin, Charles Green, seems to grow a little fat, — pretty boy; but he is very light.

My Aunt Stover lent me three of Cousin Charles's books to read, "The Puzzling Cap," "The Female Orators," and the "History of Gaffer Two Shoes."

April 25th. — I learned three stitches on net work to-day.

April 27th. — I dined at Aunt Stover's and spent the afternoon at Aunt Sukey's.

June 1st. — All last week till Saturday was very cold and rainy. Aunt Deming kept me within doors. There were no schools because of the election of councilors and other public doings. I saw the governor and his train of life guards ride by in state.

Conversation : —

Do you think Anna had a good time visiting in Boston ?

What titles do you find in Anna's diary ? With what letters do they begin ?

Give reasons for the use of all the capital letters used in this diary.

What was Anna's surname ? What was her given name ?

(2)

Keeping a Diary

It is well to keep a diary. It is interesting and sometimes it is very useful to be able to tell just what you did and just what happened on any certain day in the past.

You can buy a little book already prepared with a space for each day of the year, or you can take an ordinary notebook and make a diary of it for yourself. The book that you make yourself has this advantage, that you can use as much or as little space as you wish each day.

If you make your own diary, make a title page like the following:—

DIARY
OF
HAROLD SMITH
FOR THE YEAR
1906.

You can adorn this page with your own designs, plain or in color.

Put as a heading over each entry the day of the week and month, as:—

Monday, January 1.

Then write whatever has interested you most, what you consider the most important events of the day, and what you think you will be most likely to want to remember in the future.

Diaries are usually private, to be read by the writer only, but some people have written diaries giving accounts of great events, which many have been glad to read afterward.

If each member of the class keeps a diary as a class exercise, it would be better to write in it such things as may interest all. You may keep a private diary too.

LXXV

SNOW

Nouns

(1)

Observation and Conversation : —

Examine some snowflakes through a magnifying glass and tell how they look. Make drawings of them.

In what way does the snow make the earth beautiful?

Tell as many ways as you can in which the snow brings happiness to boys and girls.

Did you ever build a snow fort? Tell how you made it, when you made it, where you made it, and what you did with it. What happened to it as the days grew warmer?

Discuss with your teacher the ways in which the snow is useful.

Written Exercise :—

Write sentences about "The Uses of Snow."
Arrange your sentences in paragraphs.

Find some poem on Snow, not given in this book, and copy it at the end of your composition.

Write a letter to a friend in some warm country where it never snows, describing a snowstorm.

(2)

THE SNOW

Read and study :—

Tiny little snowflakes
In the air so high,
Are you little angels
Floating in the sky?
Robed so white and spotless,
Flying like a dove,
Are you little creatures
From the world above?

Whirling on the sidewalk,
Dancing in the street,
Kissing all the faces
Of the children sweet ;
Loading all the housetops,
Powdering all the trees,
Cunning little snowflakes,
Little busy bees.

— LUCY LARCOM.

SNOWFLAKES

Read and study:—

Little snowflakes falling lightly,
Little snowflakes falling whitely,
Cover up the sleeping flowers,
Keep them warm through winter hours.

Do you know

Why the snow

Is hurrying through the garden so?

Just to spread

Some nice, soft beds

For the little sleepy flowers' heads,

To cuddle up the baby ferns, and smooth the lily's sheet,

And tuck a warm white blanket down under the roses'
feet.

Conversation:—

Discuss these two poems stanza by stanza.

Find all the pictures in words.

Tell which poem you like the better, and why.

Commit to memory one of them.

Study the following word pictures in "The Snow," and tell whether you think they are good pictures:—

Little angels.

Flying like a dove.

Dancing in the street.

Kissing all the faces.

Little busy bees.

Study these in "Snowflakes": —

The sleeping flowers.

Hurrying through the garden.

Nice, soft beds.

Find all the other pictures that you can.

See if you can make a rhyme about the snow.

Can you think of any picture words about the snow? If you can, use them in sentences.

(3)

Nouns — Singular and Plural

Memorize: —

The woods and fields are buried deep
Under the snow;

The hedges lie in a tangled heap
Under the snow;

And the little gray rabbits under them creep,
While the twittering sparrows cunningly peep
From the sheltering briers, and cozily sleep
Under the snow.

— J. H. BONNER.

Write in a column all the words in the poem that are *names of things*. These words are called nouns. Copy in your notebooks: —

All names are called nouns.

How many of the nouns stand for more than one thing? Write opposite each of these the word that stands for one of the same thing.

What is the difference between them?

In what way, then, are these words changed so as to mean more than one?

Words that mean more than one are **plural**; words that mean only one are **singular**.

There are other ways of making words plural besides adding *s*, but this is the most common way.

Make a rule and write it in your notebook: —

“Some plural nouns are formed by ——”

Write a list of twenty names of things that form the plural by adding *s*.

LXXVI

THE HOME OF THE VICAR OF WAKEFIELD

A Description — Choice of Words

Read: —

At the foot of a sloping hill, and sheltered with a beautiful underwood behind and a prattling river before, stands a little low English cottage with thatched roof and vine-covered porch. Adjoining the house is a neat garden with sweet old-fashioned flowers and a long row of gooseberry bushes, and near by, a rustic seat shaded by a hedge of hawthorn and honeysuckle.

— OLIVER GOLDSMITH.

Conversation: —

Read each sentence carefully until you see the picture.

Tell just what you see in each.

Discuss each word that *describes* in this description and see if you can use any other word in its place just as well. For example, the first one, *sloping* : —

Just what does *sloping* mean?

Try in its place, *low*, *long*, *steep*, and other words.

Find other descriptions in books or papers and read them in class.

Decide which are good and which are not.

Which ones make you see pictures clearly?

Describe your schoolhouse or your own house, trying to use words that paint pictures.

Expressive Activities : —

Paint a picture of the house and yard as Goldsmith describes it.

Represent the house and yard on the sand table, making for manual training exercises as many of the things described as you can.

Written Exercise : —

Select some house and grounds that you all know and write a description of them.

Read your descriptions in class and discuss them.

Then make together on the blackboard a description of the same house and grounds, choosing the best and clearest words.

Copy it in your notebook.

LXXVII

THINGS TO TALK AND WRITE ABOUT

How to build a fire.

How to make a bed.

How to sweep and dust a room.

How to feed and care for a pet rabbit or any other pet animal.

How to make a bird house.

How to make a window box.

How to make an aquarium.

How to play the games:—

The Farmer in the Dell.

The King of France.

London Bridge.

How to make a whistle.

How to make a kite.

How to make a bow and arrow.

How to make a popgun.

How to make a pin wheel.

How to make a weather vane.

How to harness a horse.

When you have talked about these things and have decided upon the best way of doing them, write a full and accurate description of one, giving rules.

Read in class what you have written.

LXXVIII

WASHINGTON

Yes and No — Quotations — How to show Possession

(1)

Read:—

It is recess at school. The boys are all excited — all but one. George Washington sits apart under a tree, reading. The champion wrestler of the county is there and is wrestling with the big boys. Down they go, one after another, until no one dares to wrestle with the big fellow who struts proudly about, daring them. Then they think of the boy reading under the tree and all rush over to him. "Come, George, come and wrestle." "No," answers George, "I want to read." "Oh, he is afraid," sneers the boastful champion, "that's why he wants to read." This is too much. "It is, is it?" says George, throwing down his book and springing to his feet. "Come on then, I'll wrestle with you." And they begin. In a twinkling it is all over. George's boastful foe lies helpless on his back. Telling of it afterward, he said, "I felt myself grasped and hurled upon the ground with a jar that shook the marrow of my bones."

Tell this story in class.

Who says "Come, George, come and wrestle"?

It is called a quotation, because it gives the exact words of the speaker.

What are the marks (" ") used with the quotation called?

Copy in your notebook:—

A quotation begins with a capital and is inclosed in quotation marks.

Copy all the quotations in "Washington."

Copy five quotations from other selections.

Observe that in the sentence, "'No,' answers George. 'I want to read,'" *No* begins with a capital and is followed by a comma.

Yes and *no* used in answering questions always begin with capital letters and are usually followed by commas, except at the end of a sentence.

(2)

In the next to the last sentence notice the words *George's boastful foe*. What does the 's add to the meaning of the word *George*?

Write your own name. Now write the word *book* after it, and change the writing of your name so that it will mean that the book is yours.

The mark (') is called an **apostrophe**, and the name written with the 's added is said to be in the **possessive form**, because it shows that the person owns or possesses the thing mentioned.

Write the names of the members of your class in the *possessive form*, and write after each the name of something owned.

LXXIX

PICTURE STUDY

*Nouns and Words that Describe***Conversation : —**

Look closely at the picture on the opposite page.

Give it a name. Give names to the people in it.

Tell what they are doing, who is having the best time, whether they are rich or poor, and why you think so.

Written Exercise : —

Write in a list the names of all the things that you see in the picture.

Write opposite each name a word describing it.

Write a story about "Baby's Fishing."

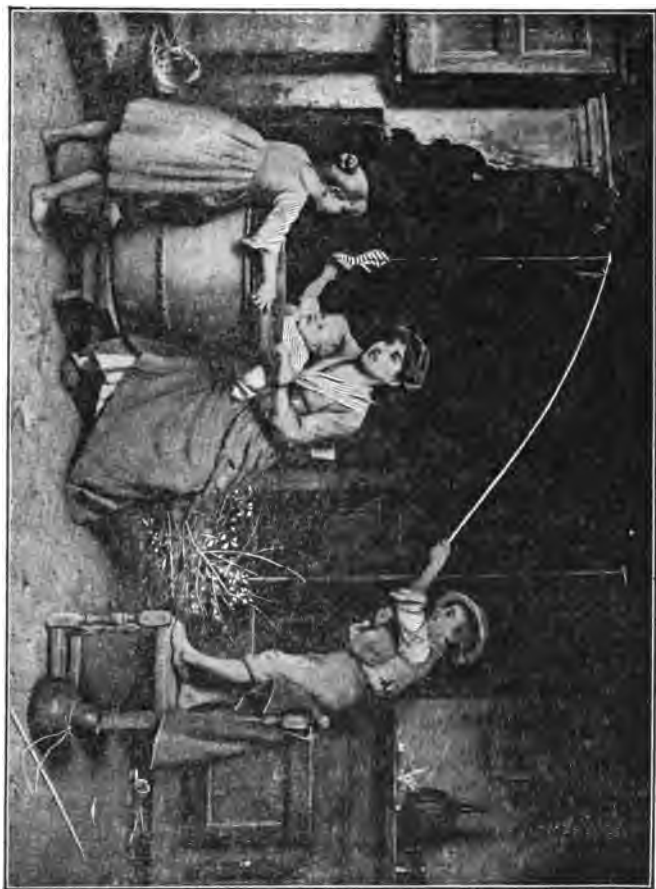
LXXX

HYACINTHUS

*Word Study — Review***Read : —**

Hyacinthus was a boy whom the great sun-god Apollo loved. He was brave, strong, handsome, and skillful in all sports. So fond was Apollo of the boy that he used to go often with him to play such games as Hyacinthus enjoyed.

One day they were pitching quoits, Apollo lifted the iron disk and hurled it with great strength and perfect skill. Hyacinthus, who was watching and



eager for his turn to throw, rushed after the quoit to bring it back. It struck the hard ground and, bounding up, hit the beautiful boy on the forehead and felled him to the earth.

Apollo ran to him and picked up his lifeless form. He sought to stanch the wound, but in vain; the blow had been fatal. The great god mourned for the boy and promised that he would make him immortal. As he spoke, lo ! from the ground, wet with the blood of the youth, sprang a beautiful flower, which to this day fulfills the promise of Apollo to his loved Hyacinthus.

Conversation : —

After reading the story, tell it.

Find other stories about the origin of flowers, and tell them in class.

Written Exercise : —

Select the story that you like best and write it.

Make a list of all the *names of things* in the story of Hyacinthus; of all the words that *describe*.

Write opposite each singular noun its plural, and opposite each plural noun its singular form.

Read the first line, using *big* and *large* instead of *great*. Do you like them as well? Why?

Use other words for *brave*, *strong*, *handsome*, and *skillful*. Do you find any that you like as well?

Try other words for all the words that *describe*, in the story. In each case tell which word you like better and why.

In the autumn plant some hyacinth bulbs either in plant crocks, putting one bulb in each, or in

a window box, planting them about six inches apart. Place them in a dark corner of the cellar where they will keep warm, and keep the soil moist. In the very early spring, bring them to the light in the cellar. After they have grown about an inch, bring them into your schoolroom. When the plants bloom, tell the story of the life of a hyacinth from the bulb to the blossom.

LXXXI

CHRISTOPHER LUDWICK

Review of Capitals

Read:—

In the War of the Revolution a humble baker in Philadelphia proved himself one of the bravest patriots and one of the most useful men in the colonies. His name was Christopher Ludwick.

In the early days of the war it was thought that the British were coming to attack Philadelphia. The people were much frightened and greatly excited.

A meeting was held to raise money for the defense of the city. But the task seemed so great that the men hesitated to give at all.

Then Christopher Ludwick arose in the meeting and said, "Mr. President, I am but a poor gingerbread baker, but put my name down for two hundred pounds." That was about one thousand dollars and would buy much more than a thousand dollars would now.

After that the other men could not refuse to give, and the money was quickly raised.

Later the British were coming to attack Philadelphia again. The army was discouraged; the men had not been paid and there was not enough good food to eat. The soldiers, many of them, were ready to give up and go home.

Then Christopher Ludwick again showed his patriotism. He went to the men, fell on his knees before them, and said, "Brother soldiers, listen for a moment to Christopher Ludwick. When we hear the cry of fire in Philadelphia, on the hill at a distance from us, we fly there with our buckets to keep it from our houses. So let us keep the great fire of the British army from our town. In a few days you shall have good bread and enough of it." The men stayed, and, true to his word, Ludwick built a great bakery and supplied the army at Philadelphia with bread.

He became a friend of General Washington, who called him "my honest Ludwick." Later Congress appointed him Superintendent of Bakers and Director of Baking for the Colonial Armies.

Superintendent Ludwick saw that good bread was supplied to the soldiers and did his business honestly, refusing to make money for himself.

The honesty, skill, and patriotism of Christopher Ludwick were among the causes that made it possible for the patriot army to fight to the end and win independence for the new nation.

Tell this story in class.

Conversation :—

How many paragraphs are there in this story?
Read it carefully. Would you divide it differently?
Why?

Why is a comma used after *Mr. President* in the fourth paragraph?

Look over the rules for capital letters in your notebook and pick out from this story as many words as you can that belong under each rule.

Written Exercise : —

Write what you think of Christopher Ludwick.

LXXXII

RECIPE FOR CANDY FUDGE

Take a cup of brown sugar, a cup of granulated sugar, and a cup of milk.

Mix them well in a kettle and put it over the fire.

When the mixture begins to boil, add a piece of butter about as large as a walnut, and one fourth of a cake of chocolate.

To find out when the sirup has boiled enough, drop a spoonful into cold water. If it hardens so that you can make it into a ball, it is done.

Pour the sirup into buttered pans to cool.

Make candy at home, following closely this recipe.

Conversation : —

Tell your experiences in making candy.

How many sentences do you find in this recipe?

What four things have we learned that sentences do?

Of which kind are the sentences in this recipe?

Written Exercise : —

Write recipes for making any other kind of candy or any article of food.

Make a little book of recipes for a gift.

LXXXIII

NEWSPAPER ADVERTISEMENTS AND ANSWERS

Read : —

BOY — Wanted, unusually bright office boy, high-school education preferred; experience not necessary; must reside in Manhattan; salary \$5; excellent future in large financial corporation; state age, etc.

H., 544 *World* uptown.

336 Seventh Ave.,

New York,

June 7, 1905.

H., 544, *World* : —

Please consider me an applicant for the position advertised in this morning's *World*.

I am a high-school graduate, am seventeen years of age, and reside with my mother, a teacher, at the above address.

I can give you references which I am sure will be satisfactory.

Yours respectfully,

Walter B. Miller.

This is a copy of an advertisement that appeared in a New York morning paper, and of the answer that secured the place.

Copy them carefully.

Write a similar advertisement, changing the items.

Write an answer to it.

Look through the newspapers and select some advertisements from the Want column.

Read them in class, and decide which ones are the best.

Write an advertisement for the Want column.

Write an advertisement for a lost article.

Write an answer to some advertisement which you find in the paper. Read it in class. Discuss and criticise it, then rewrite it.

LXXXIV

A SOLDIER BECOMES *THE* SOLDIER

The Article — Is, Are, Was, Were

(1)

Read : —

There was a great war. The nation's armies were gathered and sent against the enemy.

In a little village in the mountains a little company of men was enlisted. Among them was a poor boy from a humble cottage, unknown even to most of the others in the village. As they passed through the

towns and cities on the way to join the army, they were just a little company from a little village and this poor boy was just a soldier lad unnoticed by all.

One day a great battle occurred. The army was in danger. The enemy were pouring through a break in the works. They must be stopped. Who would volunteer?

Then the little company from the little village came forward, and among them was the poor unknown lad. They rushed into the breach. They stopped the enemy. They saved the day. The bravest of all was the unknown lad. Many fell, but a few survived and he among them. No longer was the company unknown. No longer was the lad unnoticed. They were heroes.

The war was over, the army dispersed. The companies marched back to their homes.

Wherever the little company from the little village passed, with the unknown youth, the people gathered to see them and they said, "There goes *the* company that saved the army, and there is *the* youth who was first in the breach."

And as they came to their own village, all the people met them with shouts and cheering. "Here they are! Here they are! *The* company has come home. See! Here comes the captain!" Who is he? It is *the* boy, *the* hero.

Tell this story in class.

Name all the nouns in this story.

Name all the words that describe.

(2)

The Article — Is, Are, Was, Were.

Conversation : —

A and *the* are two words that are much used.

Observe them in the story. See if you can tell when to use *a* and when *the*.

A is used for any person or thing. *The* for some particular person or thing.

Do you see how *a* soldier becomes *the* soldier in the story?

We say *a book*, but *an apple*.

Can you see why?

Which is easier to speak, *a apple* or *an apple*?

A book or *an book*?

A before a word beginning with a vowel becomes *an*.

Written Exercise : —

Write a rule for the use of *a* and *an* and copy it in your notebook.

Find in your reader sentences containing *a*, *an*, and *the*. See if they are used as your rules say they should be.

Copy all the sentences in the story containing *is*, *are*, *was*, *were*.

Write sentences about what you are doing in school, in which you use correctly *is*, *are*, *was*, *were*.

LXXXV

HOMES

Review of paragraphs

(1)



A WIGWAM



A LOG CABIN

Conversation : —

Discuss the houses in the pictures on these two pages. Tell how many of them you have seen; when and where. If you live in one like any of them, tell which one. Which do you like best? Why?

Tell all you can about the people who live in the wigwam and the other houses shown in the pictures.

Where would you go to find houses like these?

What scenery would you find about each house?

Where do the people cook, eat, and sleep?



A FARM HOUSE



A VILLAGE HOUSE



A CITY HOME



AN APARTMENT HOUSE

Bring to school all the pictures of homes that you can find.

Tell all you can about these homes.

Tell about the people who live in them.

Expressive Activities : —

Make some or all of these houses of wood, cardboard, paper, or other material that you can get, and place them on the sand table.

Make and put around each house what should be there.

Written Exercise : —

Choose one of the houses for a subject, and write a paragraph, telling what it is made of, where it stands, and its appearance.

Choose a house not already chosen and write a paragraph about it.

Write in a few sentences what you think a good paragraph is.

Compare this statement with the one that you have written in your blank book.

Which statement is better ?

(2)

Conversation : —

Tell all the uses of houses that you can.

Do you suppose that when people first had houses, they were all like our Indian wigwams or were they of different kinds ?

Why do you think so ?

What parts of the house do you think are necessary ?

What parts could we get along without ?

Why do we have what we could get along without ?

Written Exercise : —

Write on the blackboard a composition in good paragraphs on "What Parts of a House are Necessary."

Write paragraphs giving reasons why we have some things that we could do without.

(3)

*Guessing***Conversation : —**

Can you tell from the pictures on this and the next page anything about the countries in which these houses are found and about the people who live in them ?



AN OLD CASTLE



AN ESKIMO'S HOME

Which would probably be found in hot countries and which in cold ?

Written Exercise : —

Select one of the houses and write a paragraph about it, telling several things that you think must be true about the people living in it.



A SOUTH AFRICAN HUT

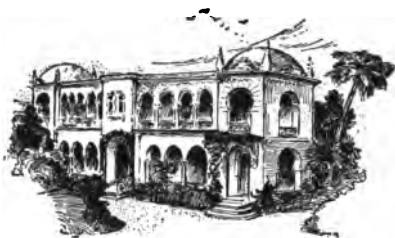


A SWISS MOUNTAIN HOME

Find in books or magazines all you can about the people and houses, and see how nearly right you were in your guesses.



A JAPANESE HOME



A TURKISH PALACE

Write two paragraphs, one telling about the guessing game, and the other telling how nearly right you were in your guess.

LXXXVI

SPRING GAMES

Possessive Plural

Make a list of games that you play in the **spring**. Some will be boys' games, some girls' games, and some will be children's games, that is, games that boys and girls play together.

Write about the game that you like best. Write sentences describing this game, telling how and where you play it, how many players may be in it, and what you must have to play with. Write in sentences rules for the game.

Combine these sentences into good paragraphs.
What is a good paragraph?

In this lesson you find the expressions *boys' games* and *girls' games*. Can you tell what the mark (') after *boys* and *girls* means?

What is the *s* for?

Turn to page 174. In *George's boastful foe* what does the *'s* mean?

In *boys' games* the mark (') is placed after the *s*. This means that *boys'* is *possessive plural*, that is, it tells of more than one and shows that *games* belong to *boys'*, not to one boy.

Find other instances of possessive plural.

Write five plural forms, using other words.

Notice the words *children's games*. The plural of *child* is *children*. As you see, it does not end in *s*. To make the possessive we add *the apostrophe and s*, as we do in making the possessive singular. This is the way that all nouns whose plural form does not end in *s* make the possessive plural.

Write the possessive of men, women, mice, sheep, brethren.

Write rules for the possessive plural of those nouns whose plurals end in *s*, and of those whose plurals do not end in *s*, and copy them in your notebook.

Copy from the descriptions of games that you have written or from your readers possessive plurals of each kind.

LXXXVII

LETTERS

(1)

Read this letter : —

Knowlton Academy,
Knowlton, N.H.

Mr. S. H. Jamieson,
Springfield, Mass.

Dear Sir :

William Henry Hart, who has lately been teaching in a private school at San Rafael, California, is an applicant for a position to teach here at Knowlton, and refers to you.

If you will kindly tell me frankly what you know of him, not only as a teacher but as a man, you will greatly oblige,

Yours very truly,
Richard Holmes.

Copy this letter carefully.

Discuss it in class. How does it differ from the other letters that you have studied ?

Do you think that Mr. Holmes knew Mr. Jamieson very well ? Why ?

This is a *formal* letter, such as one might write to a stranger or to a mere acquaintance or a business correspondent.

Notice the salutation *Dear Sir*. This is proper in all such letters.

You may say instead, if you wish to be very polite, *My dear Sir*.

Notice the closing phrase, *Yours very truly*. You may use in closing a formal letter, *Yours truly*, *Yours sincerely*, *Yours respectfully*, *Yours very truly*, or any other similar phrase.

Imagine that you are Mr. Jamieson and answer Mr. Holmes's letter, telling him what you know of Mr. Hart, speaking well of him and recommending him for the place in the Knowlton Academy.

Notice the punctuation of the heading, the salutation, the closing, and the signature of this letter.

Where are periods used in each?

Where are commas used in each?

Make statements in answer to these questions and write them in your notebook.

Where are capitals used?

Make a statement and write it in your notebook.

(2)

Write a letter to Professor George M. Forbes, University of Rochester, Rochester, New York, asking him at what age you could be admitted to the University as a student.

Write a letter to your doctor, telling him that you are ill and asking him to call at your residence as soon as possible.

LXXXVIII

THE GLADNESS OF NATURE

Pictures in Words — Review of Singular and Plural

Study and then memorize : —

Is this a time to be cloudy and sad,
When our Mother Nature laughs around ;
When even the deep blue heavens look glad,
And gladness breathes from the blossoming ground ?

There are notes of joy from the hangbird and wren,
And the gossip of swallows through all the sky ;
The ground squirrel gayly chirps by his den,
And the wilding bee hums merrily by.

The clouds are at play in the azure space,
And their shadows at play on the bright green vale,
And here they stretch to the frolic chase,
And there they roll on the easy gale.

There's a dance of leaves in that aspen bower,
There's a titter of winds in that beechen tree,
There's a smile on the fruit, and a smile on the flower,
And a laugh from the brook that runs to the sea.

And look at the broad-faced sun, how he smiles
On the dewy earth that smiles in his ray,
On the leaping waters and gay young isles ;
Ay, look, and he'll smile thy gloom away.

— WILLIAM CULLEN BRYANT.

Study this poem stanza by stanza.

Try to see all the pictures and what they mean.

Note, for example: —

Mother Nature laughs around.

The deep blue heavens look glad.

The gossip of swallows.

The clouds are at play.

A dance of the leaves.

A smile on the fruit.

The broad-faced sun.

Find other pictures.

Written Exercise: —

Write in a list all the singular nouns in the poem.

Write in another list all the plural nouns.

Write opposite each singular its plural and opposite each plural its singular.

Expressive Activities: —

Illustrate in color the different stanzas of this poem.

LXXXIX

GUESSING GAME

Words to use after "It is."

Read: —

I am thinking of a girl whom I saw driving in the park yesterday. Who is it?

Is it Theresa?

It is not she: it is a larger girl.

Is it Margaret?

It is not she: this girl has blue eyes.

Is it Edith?

It is not she: this girl has yellow hair.

Is it Ursula?

Yes. It is she.

Read the following forms:—

Copy them:—

Who is at the door? Who killed Cock Robin?

It is I.

It was I.

It is we.

It was we.

It is she.

It was she.

It is he.

It was he.

It is they.

It was they.

Are you the man in our town who is so wondrous wise?

I am he.

Are you the old woman that lived in the shoe?

I am she.

Never use the words *me, him, her, us, or them,* after *am, is, was, are, were, or been.*

Make games, asking one another questions to be answered by the phrases above. Answer them in full, as, I am he; It is they.

To the Teacher.—The game may be varied so as to involve the nominative forms of all the personal pronouns. Similar games may be made to teach the correct forms of many of the verbs.

XC

CERES

Choice of Words

Read:—

Ceres was the goddess of the fruitful fields. Her especial care was over the grain that gives men food. She had a little daughter named Proserpina, whom she loved dearly. One day she lost this lovely child in a most strange way, which will be told you later. She searched the whole world over, calling "Proserpina! Proserpina!" but Proserpina did not answer.

One day as Ceres was sitting, lonely and mourning, by the road, there passed an aged peasant and his little girl. The child went to the goddess and said simply, "Mother, why are you so sad?" The old man, too, spoke kindly to her and asked her to his cottage. She went with them, wondering. There she found grief as great as her own. The only son of the family, a bright, fine boy, was at the point of death. The goddess, herself mourning, took pity on the mourning of the peasants. She went to the bedside where the suffering child lay, and gently kissed him on the forehead, and breathed her divine breath over him. At once he arose, well and strong, and greatly did the family rejoice.

Ceres ever afterward took great interest in this boy. She taught him many of the ways of cultivating the fields, especially the use of the plow, so that through her kindness he became one of the greatest benefactors of men.

Write the story, using other words instead of the following:—

fruitful	search	gently
especial	interest	divine
strange	wondering	rejoice
lonely	grief	cultivating
peasant	pity	benefactors
simply	suffering	disappears

Which words are better, those in the book or those you have used?

Two of your rules for the use of capital letters are illustrated in this story. Which are they?

In the sentence, *Mother, why are you so sad?* why is a comma used after *mother*?

XCI

THIS IS THE WAY CERES LOST HER LITTLE GIRL

Words Expressing Action

Read:—

Pluto was the king who ruled all under the earth. He was dark and forbidding to look upon, but he was not unkind. Once Cupid, the little god of love, in sport, shot an arrow at the dark king, which went straight to his heart. Whenever this happened to any one, he at once fell in love, so Pluto fell in love. The one whom he loved was Proserpina, the fair daughter of the goddess Ceres. He wanted to marry her and

make her his queen. But he knew that Ceres would never consent that her daughter should go to his dark home, so he resolved to take her by force.

In his black chariot he came up above the ground as Proserpina was sitting in the field playing with flowers. He seized her in his arms, hastened with her to the chariot, and drove back quickly again to his gloomy abode. There he married the beautiful Proserpina and made her queen of his kingdom. At first she mourned for the sunlight and her mother. But Pluto was kind to her and in time she came to love him, and then found her dark home not unpleasant.

But Ceres mourned and searched. At length she learned that her little Proserpina was the wife of Pluto and queen of the lower world. Then she asked the great Jupiter to let her daughter return to earth, but this could not be without Pluto's consent.

At length, however, Pluto consented that Proserpina should spend half her time with her mother on the earth and the other half with him below the ground. So Pluto kept his wife, Ceres got her daughter, and all were happy.

This is a story the ancients tell, and by it they mean this:—

Ceres is the fruitful fields. Proserpina is the seed of the golden grain. When it is cast into the ground, it is hidden for a time and then comes back again, but it does not stay the whole year. Each winter it disappears; each spring it comes again: that is, Proserpina is restored to her mother; spring brings her back to the light of day.

Conversation : —

Tell the story in class.

Would you rather be ruler in a dark world or a school boy or girl in a bright one ?

Many of you eat some *cereal* for your breakfast every morning. Find out what *cereal* means. Does the word *cereal* look at all like *Ceres* ? See if you can find out their relationship.

Expressive Activities : —

Represent this story on the sand table, constructing all the articles needed for a full picture.

Written Exercise : —

Find all the words that denote *action* in this story.

Write them in a list.

Write the conversations, choose characters, and act the story.

XCII**BOOKS READ****Conversation : —**

Talk over in class the books you have read this year.

Each of you give the name of the book you liked best.

Tell what it was about and why you liked it.

Discuss the important people in it.

Written Exercise : —

Write the names of five books that you have read.

Write the names of the authors of the five books, being careful about the use of capitals.

Write the story of the book that you like best, putting the title and the name of the author at the top.

Be careful about your paragraphs.

Write, in paragraphs, your opinion of the chief character or hero or heroine of the book.

Write a paragraph telling why you like the book.

XCIH**A DAY'S HISTORY***Word Study*

Write your name, your address, and the date.

Write a history of one day of your life, telling what you did before school in the morning, what you did at school, what you did after school in the afternoon, and how you passed the evening.

Make two lists of words from your day's history — nouns and words that describe them.

Study each word carefully; if you can think of a better one to use in its place, substitute it. Be sure to state why you like the new words better.



ON THE BEACH

XCIV

ON THE BEACH

Conversation on the Picture:—

Have you ever been at the seashore?

What do you think is in this cart besides the children?

Why did the children go down to the beach?

Are they glad they went? How do you know?

Who is having the best time?

Written Exercise:—

Write a story about the picture and call it "The Drive."

XCV

TRADES IN BIRDLAND

General Review

(1)

THE WOODPECKER — THE CARPENTER

Read:—

"I am birddom's Carpenter,
Can make the splinters fly;
On poles and posts and forest trees
My merry trade I ply."

Conversation:—

Why is the woodpecker called the "carpenter"?

To the Teacher. — Other birds may be substituted for any of these.
Whenever possible, study birds by observation.

Find out where the woodpecker builds his nest, and how he builds it.

Why can he stay in the North during the winter, when many other birds cannot?

Find out all that you can about the habits of the woodpecker, and tell what you have found.

Written Exercise : —

Write a story about a woodpecker that you have watched.

(2)

THE SWALLOW — THE MASON

Read : —

“The swallow’s a mason and underneath the eaves

He builds his nest and plasters it with mud and hair
and leaves.”

Conversation : —

Where have you seen swallows?

Describe one.

Of what use is the swallow to man?

Should we encourage the swallows to live where people are? How can we do so?

Where did the swallows that you saw build their nests?

Tell about these nests.

Why is the swallow called the mason?

Written Exercise : —

Write a story that you think a swallow would tell about a day in his life.

(3)

THE ORIOLE — THE WEAVER

Read : —

“ When the wind blows, the cradle will rock,
When the bough breaks, the cradle will fall.”

Orioles are weavers with ready-made weaving needles for sewing the hairs and fibers in and out. The oriole hangs its nest to the most flexible swaying branch it can find. Though the long pocket, moving with every breeze, seems a frail cradle for a brood of heavy nestlings, in reality it is so skillfully attached to the branches that it has been known to hold firm during a cyclone which swept down most of the other nests in the neighborhood. The same nest is sometimes used for several seasons.

The oriole is a prince among birds, with most winning ways, and so melodious a voice that he is sure of the affection of all who study him.

Conversation : —

Tell where you have seen an oriole's nest.

If you can, get a last year's nest. Examine it carefully.

Of what is it made ?

Trace a piece of string woven in the nest.

Does the oriole deserve to be called a weaver ?

What kind of tree does the oriole like best for a home ? Why ?

Tell how the oriole is marked.

Find out why he is called the *Baltimore* oriole.

Did you ever hear an oriole's call?

Written Exercise : —

Write a paragraph about the home of the oriole and another about Mr. and Mrs. Oriole.

XCVI

THE ST. BERNARD

Writing Stories

Read : —

A noble St. Bernard dog was kept in a monastery in the mountains to find and rescue travelers lost in the snow.

One day he found a little boy lying frozen in a snow bank. The brave dog laid himself upon the boy to warm him, licking his face and hands until the color came back and the boy opened his eyes. Then he said to him, as well as a dog could, "Do you see these straps wrapped about my body? Take them off. Now tie yourself on my back with them. Now lie still and hold on to my long hair."

Finally the boy understood, and with the straps he tied himself to the dog's back, and was carried alive and safe to the monastery.

Tell the story.

Tell other stories about dogs.

Write a story about a dog.

Read the stories in class.

Decide by vote which is the best story about dogs.

Write that one on the board. After the class has criticised it, and it has been made correct in punctuation, sentences, and paragraphs, compare it with the stories in the book.

XCVII

TEST REVIEW

Write answers to these questions: —

1. What four things do sentences do?
2. With what kind of letter does every sentence begin?
3. What mark is placed after each kind of sentence?
4. Where do we use capital letters?
5. In what places besides at the end of a sentence have we learned to use the period?
6. What is an abbreviation? What mark is placed after it?
7. Where do we use hyphens?
8. Where do we use apostrophes?
9. Where do we use quotation marks?

REVIEW

Capital letters are used to begin: —

Titles, whether written in full or abbreviated.

Each important word of a heading in books or papers.

Commas are used : —

To separate the name of a person or thing addressed from what is said.

To separate a quotation from the rest of the sentence.

The possessive form of a noun is made by adding an apostrophe and *s*, as *'s*. If the word ends in *s*, commonly only the apostrophe is used.

Hyphens are used : —

To separate the parts of a compound word.

At the end of a line, to show that a word is divided between syllables.

A and *an* are indefinite articles referring to any single person or thing. *A* is used before a consonant, *an* before a vowel.

The is a definite article, referring to some particular object or objects.

After *am*, *is*, *or are*, use *he*, *she*, *they*, never *him*, *her*, *them*.

XCVIII

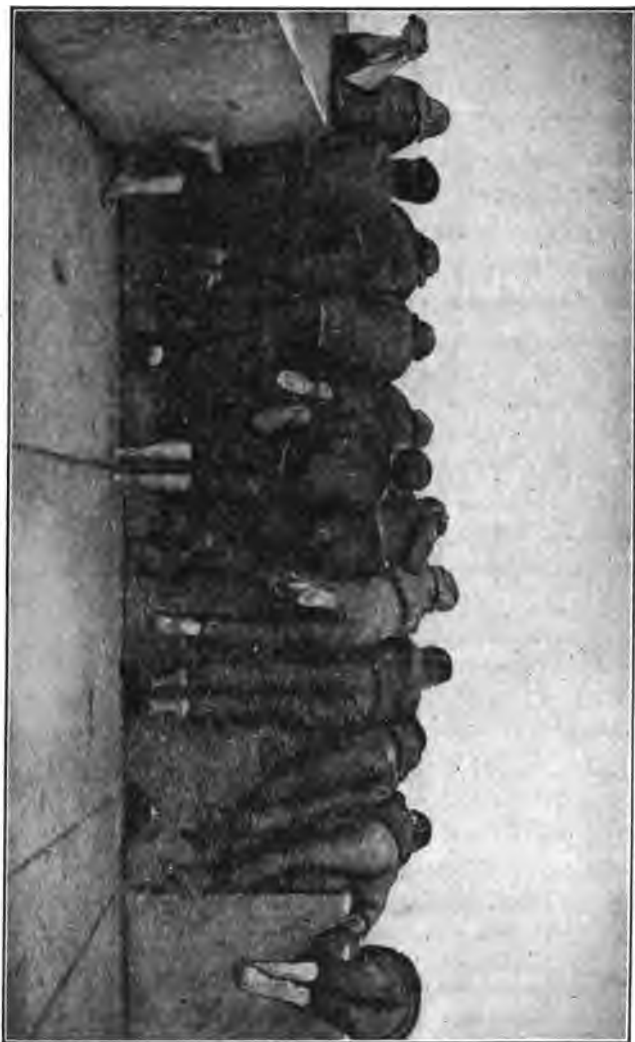
PICTURE STUDY — EXCITEMENT

Conversation : —

What are these boys doing? Do you think they are excited? Why? Which one is most excited? Why do you think so? What are they looking at? Why do they not jump over the wall?

Written Exercise : —

Write a story of what is going on beyond the wall.



EXCITEMENT

XCIX

THE MERRY LOCKSMITH

Word Study — Adjectives — How to use a Dictionary

(1)

Read: —

From the workshop of the Golden Key there issued forth a tinkling sound, so merry and good-humored that it suggested the idea of some one working blithely, and made quite pleasant music. No man who hammered on at a dull, monotonous duty could have brought such cheerful notes from steel and iron; none but a chirping, healthy, honest-hearted fellow who made the best of everything and felt kindly toward everybody could have done it for an instant. He might have been a coppersmith, and still be musical. If he had sat in a jolting wagon, full of rods of iron, it seemed as if he would have brought some harmony out of it.

Tink, tink, tink — clear as a silver bell, and audible at every pause of the streets' harsher noises, as though it said, "I don't care; nothing puts me out; I am resolved to be happy." Women scolded, children squalled, heavy carts went rumbling by, horrible cries proceeded from the lungs of hawkers; still it struck in again, no higher, no lower, no louder, no softer, not thrusting itself on people's notice a bit the more for having been outdone by louder sounds — tink, tink, tink, tink, tink.

* * * * *

Who but the locksmith could have made such music! A gleam of sun, shining through the unsashed

window and checkering the dark workshop with a broad patch of light, fell full upon him as though attracted by his sunny heart. There he stood working at his anvil, his face all radiant with exercise and gladness, his sleeves turned up, his wig pushed off his shining forehead — the easiest, freest, happiest man in all the world.

—CHARLES DICKENS.

Conversation : —

Read aloud the description of the locksmith.

How do you like it ?

Can you not almost see the jolly locksmith and hear the cheerful sound of his hammer ?

Read the first sentence again and see if you can pick out the words that make the picture so clear.

Try to use some other words instead of *tinkling*, *merry*, *good-humored*, *blithely*, *pleasant*, *music*.

Can you find any that are as good as those in the book ?

Name the nouns in the first sentence.

Name the words that describe.

Copy in your notebook : —

Words that describe are called adjectives.

Written Exercise : —

Copy from the other paragraphs the words that make clear pictures. Write them in three lists, *nouns*, *adjectives*, and *words of action*.

Write a description of some workman whom you have seen at work.

(2)

How to use a Dictionary

In reading you are sure to come across many words whose meanings you do not know.

Do not pass them by or guess at their meanings, but look them up in a dictionary.

This will both enable you to understand better what you are reading and also will give you a *larger vocabulary*, that is, more words that you can use in speaking and writing. The more words you know, the better you can express your thoughts, and this is the object of all speaking and writing.

The dictionary will tell you many things about words, but the first thing is to find them. All the words in the dictionary are arranged in the order of the letters in the alphabet. First turn to the part where the words begin with the same letter as your word ; then turn to the words whose second and third letters are the same as those of your word, and so on until you come to the word itself.

For example, look up *blithely*, in the third line of "The Merry Locksmith."

First turn in your dictionary to the letter *B*, then find *Bli*, then *Blithe*. Soon you will see *Blithely*.

Now what does the dictionary tell you about the meaning of *blithely* ?

Suppose the word *suggested*, in the same paragraph as *blithely*, is the one that you do not understand.

Turn to *S*, then to *Sug*, and so on. You will probably not find *Suggested* at first, but you will find *Suggest*, and under that you can find *suggested* and its meaning.

A good game may be made of word hunting. Take your dictionaries. Some one write a word on the blackboard.

See who will find it first.

Then see who will find, and write, the most information about the word.

C

TO-DAY

Commit to memory : —

So here hath been dawning
Another blue day ;
Think, wilt thou let it
Slip useless away ?

Out of Eternity
This new day is born ;
Into Eternity,
At night, will return.

Behold it aforetime
No eye ever did ;
So soon it forever
From all eyes is hid.

Here hath been dawning
Another blue day;
Think, wilt thou let it
Slip useless away?

—THOMAS CARLYLE.

CI

THE STORY OF A LOAF OF BREAD

Writing a History

Read:—

Bread is the food of all people. We eat many other things, some of which we could do without, but bread we



IN THE WHEAT FIELD

This single machine cuts, threshes, winnows, and sacks wheat while in motion.

must have. Nearly all bread is made from some grain, which is the seed of a kind of grass. The most common grains are wheat, rye, barley, oats, millet, and corn: and bread is made from all of them.

In this country wheat is the grain most commonly used for bread making. The great wheat fields are in the west. In some regions, as in the Red River Valley, one may ride whole days, seeing nothing but miles and miles of waving golden wheat.

The fields are plowed for the sowing of the wheat by machine plows drawn by steam engines or by many horses. The grain is sown by machines, and when it is ripe it is cut by machines.

In the far west machines are used, a single one of which cuts the stalks, threshes out the grain, winnows it to remove the chaff, puts it into sacks, and drops the sacks on the ground. A picture of one of these machines is here given.

After reading the above, tell it. Then find all that you can about the history of a loaf of bread. Make notes of what you find. Tell the story. Use the following outline: —

The Wheat: —

Where it grew. Who raised it.

The plowing and preparing of the ground.

The sowing. The growing. The reaping. The threshing. The winnowing and bagging. The transportation to the elevator, to the mill.

The Flour: —

The grinding; the sifting and separating and putting into barrels or sacks; the journey to the store; the selling; the journey to the home; making the bread.

Written Exercise : —

Write the history of the loaf of bread.

Collect pictures from papers and magazines showing each step and process, and use them to illustrate the history.

CII**CONTRACTIONS****(1)**

In writing, as in speaking, we often shorten or *contract* certain syllables and words by leaving out one or more letters.

As *isn't* for *is not*. *Don't* for *do not*.

The apostrophe is used in all contractions to show that something has been omitted.

These are some of the more common contractions. Copy them : —

Isn't	<i>for</i>	is not	I'd	<i>for</i>	I had
Shan't	<i>for</i>	shall not	I'll	<i>for</i>	I will
Can't	<i>for</i>	can not	I'm	<i>for</i>	I am
Won't	<i>for</i>	will not	It's	<i>for</i>	it is
'Tis	<i>for</i>	it is	Doesn't	<i>for</i>	does not
There's	<i>for</i>	there is	Don't	<i>for</i>	do not
You're	<i>for</i>	you are	Hasn't	<i>for</i>	has not
We'll	<i>for</i>	we will	Hadn't	<i>for</i>	had not

It is usually better in writing to write the words entire without either abbreviation or contraction; though both forms may be used.

Some contractions that are often used are wrong and should never be used.

Never use *ain't*.

Do not say *he don't*, but *he doesn't*.

Can you tell why?

(2)

A TEMPERANCE SONG

Read:—

I asked a sweet robin one morning in May,
Who sang in the apple tree over the way,
What it was he was singing so sweetly about,
For I'd tried a long while and I could not find out.

"Why, I'm sure," he replied, "you cannot guess wrong;
Don't you know I am singing a temperance song.
Teetotal, oh! that's the first word of my lay;
And then don't you see how I twitter away?

"'Tis because I have just dipped my beak in the spring
And brushed the fair face of the lake with my wing;
Cold water! cold water! Yes, that is my song,
And I have to keep singing it all the day long!"

What do you think of the robin's temperance song?

Write in a list all the contractions in this poem.

Write opposite each the words contracted.

Find another poem in which many contractions are used. Make a list of them and write opposite each the words that have been contracted.

CIII

A WORD PICTURE

Nouns and Adjectives

(1)

Read:—

In my walk yesterday forenoon I passed an old house which seemed to be quite deserted. It was a two-story, wooden house, dark and weather-beaten. The front windows, some of them, were shattered and open, and others were boarded up. Trees and shrubbery were growing neglected so as quite to block up the lower part. There was an aged barn near at hand, so ruinous that it had been necessary to prop it up. There were two old carts, both of which had lost a wheel. Everything was in keeping. At first I supposed that there would be no inhabitants in such a dilapidated place; but, passing on, I looked back, and saw a decrepit and infirm old man at the angle of the house, its fit occupant. The grass, however, was very green and beautiful around this dwelling, and, the sunshine falling brightly on it, the whole effect was cheerful and pleasant. It seemed as if the world was so glad, that this desolate old place, where there was never to be any more hope and happiness, could not at all lessen the general effect of joy.

— NATHANIEL HAWTHORNE.

Read this selection silently.

Then read it aloud in class.

Then tell it, from memory, mentioning as many of the things described as you can remember and using the language of the book as nearly as you can recall it.

Open your book and study the selection, sentence by sentence, discussing it with the class.

Try to see what words in each sentence make the picture, that is, what ones you could not do without.

For instance in the first sentence : —

Old house — seemed — deserted. Could any of these be omitted without spoiling the picture? Do you find any others as important?

If you do not know the meaning of any word, look it up in the dictionary.

Write in columns the important words; in one column put the **names of things**, as *house, windows, trees*. In another the **words that describe**, as *old, two-story, wooden*.

(2)

Words, as we have seen, have different uses. Some are used as *names*, some to *describe* things or tell of *what kind* they are, some are words of *action*, and others have other uses. All words are given names according to their uses.

We have learned that all *names* are called *nouns*. This is true, whether they are names of people, as

John; or of things, as *house*; or of a quality, as *strength*; or of feelings, as *joy*. We have here two kinds of nouns, common and proper.

A common noun is a name that is common to all things of a class, as *house*.

A proper noun is a name given to one object to distinguish it from the rest of *its* class, as *John*.

What are words that describe called? Write the word **adjectives** as a heading over the proper list.

See whether there are more nouns than adjectives in "A Word Picture."

Which do you think more important in making the picture clear?

Write in a column the names of five things in your schoolroom.

Write before each name two adjectives that describe it.

CIV

ANOTHER WORD PICTURE

Nouns and Adjectives

Read:—

. . . A good view, from an upland swell of our pasture, across the valley of the river Charles. There is the meadow, as level as a floor and carpeted with green, perhaps two miles from the rising ground on this side of the river to that on the opposite side. The stream winds through the midst of the flat space without any banks at all; for it fills its bed almost to the brim and bathes the meadow grass on either side. . . . Now, into the broad, smooth meadow, as into a lake, capes and headlands put themselves forth, and shores of firm woodland border it, covered with variegated foliage. . . .

Everywhere the trees wear their autumnal dress, so that the whole landscape is red, russet, orange, and yellow, blending in the distance into a rich tint of brown orange, or nearly that, except the green expanse so definitely hemmed in by the higher ground.

— HAWTHORNE.

After reading this description very carefully, close your eyes and try to see the picture.

Read it again.

Tell the description to the class as well as you can.

Study it sentence by sentence and see what words make the picture clear.

Write them in three columns, in one the *nouns*, in another the *adjectives*, and in another any other words that you find important in the description.

In which column do you have the most words? In which the most necessary words?

Draw a perpendicular line.

On one side of it write in a column all the nouns in the first three sentences. Write on the other side of the line opposite each noun the adjective or adjectives, if any, that describe it, as:—

good		view
upland		swell

See in each case which could be left out with the least loss, the noun or the adjective.

CV

WHAT IS A GENTLEMAN

Commas

(1)

Read:—

“What is it to be a gentleman? It is to be honest, to be gentle, to be generous, to be brave, to be wise, and, possessing all these qualities, to exercise them in the most graceful outward manner.” — THACKERAY.

“The poorest man may be a gentleman in spirit and in daily life. He may be honest, truthful, upright, polite, temperate, courageous, self-respecting, and self-helping, that is, he may be a genuine gentleman. As he respects himself, he respects others. A brave and gentle character is often found under the humblest garb.”

—SAMUEL SMILES.

Which description of a gentleman do you prefer, Smiles's or Thackeray's?

What qualities do you think make a gentleman?

Tell of some gentlemanly act that you have seen. Name some one whom you know who is your ideal gentleman. Tell why.

Write a sketch of the kind of gentleman you admire most.

Notice in the paragraph quoted above, the adjectives beginning with *honest* and ending with *self-helping*.

Such a list of words is called a *series*.

What mark is used to separate words in a series?

Find in your reader, or any other book, other series of words. (They may be other words than adjectives.)

What mark separates the words from one another?

Make a rule about the use of the comma with words in series.

After you have discussed it in class, write a corrected rule on the blackboard. Copy it in your notebook.

What other uses for the comma do you know?

(2)

Memorize:—

Be good, sweet maid, and let who will be clever;
Do noble deeds, not dream them, all day long;
And so make life, death, and that vast forever
One grand, sweet song.

—CHARLES KINGSLEY.

So nigh is grandeur to our dust
So near is God to man,
When Duty whispers low, "Thou must,"
The youth replies, "I can."

—EMERSON.

Discuss these verses in class until you understand them.

Give reasons for the use of as many of the commas as you have learned.

Tell why the others are used.

Write in your notebook :—

Commas are used to separate the parts of a sentence, when they must be separated in order to make the thought clear.

CVI

▲ GENTLEMAN

Read :—

Sir Philip Sidney was a true gentleman. He was brave and generous and thought of others before himself. The last act of his life showed his character.

It was upon a battlefield. He was fighting bravely for his country when he fell, mortally wounded. As he lay suffering upon the ground, his fevered lips parched with thirst, he called for water. A soldier who had a bottle with a little water in it came and offered it to the dying man. Just then Sir Philip saw another wounded soldier lying near him who looked wistfully at the cooling draught. "Give it to him," said the dying hero, putting the bottle away, "his need is greater than mine."

Oral Exercise :—

Tell this story.

Tell what you think of this act of Sir Philip Sidney.

Does he measure up to your ideal of a gentleman? Do the definitions given by Smiles and Thackeray (page 222) describe him?

Explain the uses of quotation marks and commas in the last sentence.

Find and bring to class stories of bravery.

Written Exercise : —

Write the story of bravery that you like best.

CVII

REVIEW OF PUNCTUATION

(1)

All punctuation marks are used to make it easier for us to read and understand what we read.

In ancient times, and for a very long time after people had learned to use writing, they had no punctuation marks. Think how hard it must have been to read what had been written. Indeed, one of the greatest difficulties that learned men now have in reading old books and inscriptions in ancient languages is in finding the ends of the sentences.

There are three kinds of punctuation marks.

Those of one kind show the ends of sentences. These marks are periods (.), question marks (?), and sometimes exclamation marks (!).

Another kind divides sentences into parts to make the meanings plainer. The most important of these is the comma (,), of which we have already learned. There are others that we shall learn of later.

The third kind is the quotation mark. What is its use?

Find examples of each kind of mark in your reader or other book.

Write sentences using the different kinds.

(2)

The following selection has no punctuation. Read it and see if you can understand it.

AN ALLEGORY

There is flying through the world the story of a builder the foolish eye servant a poor rogue he and his little ones were wretched and roofless whereupon a certain good samaritan said in his heart I will surprise this man with the gift of a comfortable home so without telling his purpose he hired the builder at fair wages to build a house on a sunny hill and then went on business to a far city the builder was left at work with no watchman but his own honor ha said he to his heart I can cheat this man I can skimp the material and scamp the work

Below is given the remainder of the story, partly punctuated. Read it and see how much plainer the sense is.

So he went on spinning out the time putting in poor service poor nails poor timbers. When the Samaritan returned the builder said That is a fine house I have built you on the hill. Good was the reply go move your folks into it at once for the house is yours. Here is the deed. The man was thunderstruck. He saw that instead of cheating his friend for a year he had been industriously cheating himself. If I had only known it was my house I was building! he kept muttering to himself. But in a deep sense we are

always building our own houses. Each one dwells in the heaven or hell of his own making.

I care not what his temples or his creeds
One thing holds sure and fast
That into this fateful heap of days and deeds
The soul of man is cast.

Read the following paragraphs that have been fully punctuated : —

AN ALLEGORY

There is flying through the world the story of a builder, the foolish eye servant, a poor rogue. He and his little ones were wretched and roofless, whereupon a certain good Samaritan said in his heart, "I will surprise this man with the gift of a comfortable home." So, without telling his purpose, he hired the builder at fair wages to build a house on a sunny hill and then went on business to a far city.

The builder was left at work with no watchman but his own honor. "Ha!" said he to his heart, "I can cheat this man. I can skimp the material and scamp the work." So he went on, spinning out the time, putting in poor service, poor nails, poor timbers.

— EDWIN MARKHAM.

Write the remaining paragraphs of the story and put in all the punctuation marks that you think they need.

Discuss your punctuation in class until you are satisfied that it is correct.

CVIII

DON'T CROWD

*Writing a Composition**Memorize : —*

Don't crowd ; the world is large enough

For you as well as me ;

The doors of all are open wide —

The realm of thought is free.

In all earth's places you are right

To chase the best you can —

Provided that you do not try

To crowd some other man.

Don't crowd the good from out your heart

By fostering all that's bad,

But give to every virtue room —

The best that may be had ;

Make each day's record such a one

That you might well be proud ;

Give each his right — give each his room,

And never try to crowd.

— CHARLES DICKENS.

Conversation : —

What does the poem mean ?

Give some instance of unkindness or crowding that you have seen. Give instances of helpfulness, in contrast with the crowding.

Make a collection of pictures illustrating different kinds of crowding.

Write a composition on crowding, telling how people crowd one another in the world. Write

of all the kinds of crowding you have seen or known of.

What contractions do you find in the poem? What mark shows them to be contractions? Write the words out in full.

CIX

REVIEW OF WORD MARKS

Besides *punctuation* marks, or marks that point off or divide *sentences*, we have learned to use certain marks with *words*.

One is the *apostrophe* (').

The apostrophe is used to show that certain letters have been omitted, as in *we'll* for *we will*, and to indicate the possessive, as *John's book*.

Another is the *hyphen*.

The hyphen is used to show that a word is compound, or made of two words, as *left-handed*. The hyphen is used also at the end of a line when a word is divided between syllables.

CX

SCROOGE AND HIS CLERK

Review of Punctuation

Read:—

At length the hour of shutting up the counting house arrived. With an ill will Scrooge dismounted from his stool and admitted the fact to the clerk, who instantly snuffed his candle out and put on his hat.

"You'll want all day to-morrow, I suppose," said Scrooge.

"If quite convenient, sir."

"It's not convenient," said Scrooge, "and it's not fair. If I was to stop half a crown for it, you'd think yourself ill used, I'll be bound."

The clerk smiled faintly.

"And yet," said Scrooge, "you don't think me ill used when I pay a day's wages for no work."

The clerk observed that it was only once a year.

"A poor excuse for picking a man's pocket every twenty-fifth of December!" said Scrooge, buttoning his great coat to the chin. "But I suppose you must have the whole day. Be here all the earlier next morning."

The clerk promised that he would; and Scrooge walked out with a growl.

—CHARLES DICKENS, *A Christmas Carol*.

Notice every mark and tell why it is used.

Tell in what class each one belongs, that of *punctuation marks* or that of *word marks*.

CXI

PSALM 23

Read and study:—

The Lord is my shepherd; I shall not want. He maketh me to lie down in green pastures: He leadeth me beside the still waters.

He restoreth my soul: he leadeth me in the paths of righteousness for his name's sake.

Yea, though I walk through the valley of the shadow of death, I will fear no evil : for thou art with me ; thy rod and thy staff they comfort me.

Thou preparest a table before me in the presence of mine enemies : thou anointest my head with oil ; my cup runneth over.

Surely goodness and mercy shall follow me all the days of my life : and I will dwell in the house of the Lord forever.

— *The Bible.*

Study each sentence. In what ways does the poet say that the Lord is good to him ?

Describe fully the beautiful picture in the first paragraph.

Commit the psalm to memory.

CXII

LANDSEER

The Study of a Picture

(1)

Read :—

The picture of dogs on the next page was painted by Sir Edwin Henry Landseer, one of the greatest of animal painters.

Landseer began to paint when he was a very little boy. His father was an engraver, who began to teach his son the use of pencil and brush when the boy was a mere baby. When Edwin was only five years old, he is said to have painted some good pictures of animals. At eight, he painted some excellent pictures, which are still to be seen with the dates on them, as they were written



LANDSEER

A MEMBER OF THE BENEVOLENT SOCIETY

by the young artist's proud father. Landseer loved his animals and in his pictures he usually painted them as having the same feelings as people. He often gave names to his pictures that suggest people, as *A Member of the Benevolent Society*.

Do you notice in this picture any expressions on the dogs' faces and in their attitudes that make you think of human beings? Did you ever notice such expressions on the faces of animals?

Tell the story of Sir Edwin Landseer.

Write of some animal that you have seen that made you think of human beings.

(2)

The Study of the Picture

Conversation :—

Which of these dogs do you like the better?

Which dog lives in the house?

Why do you think he lives there?

Why does he look so contented and happy?

What kind of expression has the little dog?

Do you think he wants something?

What does he want?

What would you call him?

Where do you suppose he lives?

What do you think the big dog is thinking?

How does the little dog ask for what he wants?

Do you think the large dog likes the little dog?

Which dog would you trust? Why?

Write a story about the picture.

CXIII

PRONOUNS

What are nouns?

When you speak of yourself, do you always use your name? What other words do you sometimes use? When you are speaking to other people, or of them, do you always use their names? When you are speaking of things, do you always name them?

Read this paragraph:—

Dr. Franklin watched *his* cord and at once *he* saw *it* shake as if *it* had been struck. Then *he* put *his* fingers to the key and saw a spark and felt a shock such as *he* had caused by the use of *his* glass rod and silk.

Write in a list all the nouns in this paragraph. There are certain words used here in the place of the names of Dr. Franklin and of the things he used. See if you can find them. If the nouns were used, the paragraph would read like this:—

Dr. Franklin watched Dr. Franklin's cord and at once Dr. Franklin saw the cord shake as if the cord had been struck. Then Dr. Franklin put Dr. Franklin's fingers to the key and saw a spark and felt a shock such as Dr. Franklin had caused by the use of Dr. Franklin's glass rod and silk.

This would be very awkward, would it not?

Read the following :—

Aladdin said to the Genie, "The palace which *I* built for *my* princess is lost. *I* command *you* to take *me* to it and set *me* down under the Princess Badroulboudour's window."

If nouns were used to name all the persons or things in this quotation, it would read :—

Aladdin said to the Genie, "The palace which Aladdin built for Aladdin's princess is lost. Aladdin commands the Genie to take Aladdin to the palace and set Aladdin down under the Princess Badroulboudour's window."

I, you, me, and it are used instead of nouns.

Words used instead of nouns are called pronouns.

Turn to page 227, "An Allegory," and pick out all the pronouns that you can.

CXIV

PERSONAL PRONOUNS

(1)

Memorize :—

I, Wisdom, dwell with prudence. I love them that love me, and those that seek me early shall find me.

— PROVERBS.

Observe the use of *I* and *me* in the above.

Use each of them in sentences.

Write them in a column. Write opposite each its plural form. Use each plural form in a sentence.

(2)

"Sweet creature!" said the spider,
 "You are witty; *you* are wise;
 How handsome are *your* gauzy wings!
 How brilliant are *your* eyes!"

— HOWITT.

Observe the use of *you* and *your*. Use each in sentences. Is there any difference between the singular and the plural forms?

(3)

There in *his* noisy mansion, skilled to rule,
 The village master taught *his* little school.
 A man severe *he* was, and stern to view;
 I knew *him* well, and every truant knew.

— GOLDSMITH.

Observe *he*, *his*, *him*. Use each one in a sentence.

(1) "Little Bo-Peep, *she* lost *her* sheep."

(2) "It followed *her* to school one day."

What is the difference between the use of *her* in sentence (1) and its use in sentence (2)? Use *she*, *her*, and *hers* in sentences.

Generous old apple tree! *it* has given us *its* rosy apples.

Use *it* and *its* in sentences.

"Let them alone, and they'll come home
 And bring their tails behind them."

In what number are *they, their, them*?

Use these words in sentences.

“The honor is mine; the labor is yours.”

Use in sentences *mine, yours, hers, theirs*.

When do you use *my, your, her, their*, and when *mine, yours, hers, theirs*?

Copy in your notebook:—

I, you, he, she, it, and their families are called **personal pronouns**.

CXV

MINING

Writing a Description and a Letter

(1)

Read:—

You live in the air and the sunshine, whether your home is in the city or the country. Yet you use daily many things that are made of iron or copper or other materials that are found deep in the earth. They are brought out for us by men, much of whose lives must be spent away from the sunshine and the flowers, in dark passages far below the roots of the trees.

Make a list of things that you use which come from mines.

Select one and find all you can about it.

Tell how it is mined and how prepared for use.

Write an account of the mining of this product.

(2)

The Miner

Find all you can about the miners of the product you are studying.

Conversation : —

Discuss : — where they come from.

In what kind of houses they live.

How they do their work.

How necessary the miners are to us all.

Written Exercise : —

Write a letter to a mining superintendent, applying for a position as foreman in his mine.

To the Teacher. — Select for these lessons the mining industry most easily studied by your children, — if possible, one that can be visited.

CXVI

COAL

*Word Study****Read : —***

Thousands of years ago this earth was very much warmer than it is now. In many places there were great swamps of warm water, from which vast clouds of steam, arising, filled the air and sent down again floods of warm rain.

In these immense swamps grew the most wonderful vegetation ever seen. There were enormous trees of soft, pulpy wood, ferns as big as trees, and many plants of such queer shapes that you would not know them.

These strange plants grew so close together that a man, if there had been one, could not have passed through the jungle. As they grew old, and died and fell, they were covered by the water. Countless thousands fell each year for many years, and were buried out of sight in the deep swamps.

Slowly, as the years passed, these swamps sank and dirt was washed in, or thrown up over them, and covered them deep in the ground with all their fallen trees. The dirt became rock and pressed down upon the buried plants, squeezing them tighter than you can imagine. The heat from the earth cooked them, and between the heat and the pressure everything but the hard black carbon was squeezed out of these plants. And that black carbon lay under this weight of rocks and earth, till one day some men digging in the ground found it and thought it a strange black rock. But by chance a piece of it was thrown into the fire, when lo! the black rock burned as if it were wood.

Then men rejoiced, for a new kind of fuel had been found, to keep them warm and cook their food, and they called it *coal*.

And now, many, many men spend their days in the dark bowels of the earth, digging out these buried forests of long ago for you and me.

Tell this story.

Study the following words in the story of coal, with the aid of the dictionary.

Swamps, vast, arising, floods, wonderful, vegetation, enormous, pulpy, ferns, queer, jungle, countless, buried, imagine, carbon, pressure, fuel.

Substitute pronouns for any of the nouns, or nouns for any of the pronouns, without making the meaning less clear.

Learn all you can about coal and how it is mined.

Tell what you have learned.

CXVII

WORD SEARCH IN READERS

Pronouns and Verbs

(1)

Three words belong to the same family, *am*, *is*, *are*.

Which of these do you use with *I*?

Search your readers and make sure you are right.

Which do you use with *you*, *he*, *she*, *it*, *they*?

Prove it from your readers.

Write a statement of what you have proved, as, *We say*, "*I am*," "*you are*." Copy it in your notebooks.

(2)

Two other words belong to the same family as *am*, *is*, and *are*. They are *was* and *were*.

To the Teacher : — To avoid confusion, the teacher should select the passages in the reader in which the children are to search for words.

Can you tell how they differ in meaning from *am, is, are*?

Which do you use with *I, we, you, he, she, it, they*?

Write your answers. Copy them in your notebook.

There are still other expressions belonging to the same family. Two of them are *have been* and *has been*.

Which of these two expressions can you use with *I, we, you, she, it, they*?

Write them in sentences.

Do and *does* are two other common words.

Which do you use with *I, we, you, he, she, it, they*?

Find them in your readers or other books, and make sure you are right.

(3)

Write in a column each word in the list (1) below. Then write opposite each of these words all the words in the list (2) that can be correctly used with it.

(1) I we you he she it they

(2) *am are is was were has have do does*

as, I am, was, have, do.

CXVIII

MAGELLAN

General Review

To the Teacher. — See note G, page 300.

Memorize: —

Behind him lay the gray Azores,
Behind the Gates of Hercules;
Before him not the ghost of shores,
Before him only shoreless seas.

The good mate said: "Now must we pray,
For lo! the very stars are gone.
Brave Admiral, speak — what shall I say?"
"Why, say, 'Sail on! sail on! and on!'"

—From *Columbus* by JOAQUIN MILLER.

(1)

FERDINAND MAGELLAN

Read: —

Wonderful stories were floating about the Portuguese Court. It was said that Christopher Columbus had returned to Spain from his first voyage with news of great discoveries. He had visited new lands and strange people, and had brought back a rich cargo of gold and pearls, sweet-smelling spices, and the feathers of beautiful birds. The twelve-year-old Ferdinand Magellan, who was living at the Court as page to the queen, because he was the son of noble parents, listened

with wide-open eyes to these stories of adventure. To him every sailor was a hero, and to be a discoverer was the dream of his life. He wondered if the time would ever come when he too would sail away over the wide ocean to hunt new lands for his country, and come back with precious cargoes, and stories of people that had never been heard of before.

After reading the above story, find out all you can in your geography, your history, and other books about the early years of Magellan.

Then talk about it in class. Write on the blackboard the principal facts in good paragraphs, one for each of the topics in the outline given below.

Boyhood

- a. Noble birth.
- b. Dreams. (Love of adventure.)
- c. Early education. (Page to the queen.)
- d. Character.

Expressive activities : —

Gather pictures from magazines and other sources to illustrate your story.

Written Exercise : —

Write a paragraph on one of the four topics.

Read them in class and compare them.

Write the story of Magellan's boyhood.

Write an imaginary letter by Magellan to a

friend, telling about his life as page to the queen.

(2)

Study the following outlines, as you have that under section (1).

Manhood

- a. Life at the court of Manuel of Portugal.
- b. Service under King Manuel.
- c. Departure for Spain.
- d. Service under Charles II of Spain.
- e. Result. (Loss of Portuguese coat of arms.)
- f. Ambition — to find a short way to the east by sailing west.

Conversation : —

How much of the world was known to Magellan?

Why were people beginning to believe the world round?

What did they know and believe about the western hemisphere?

(This should be studied with the aid of a globe.)

What did Magellan think about the shape of the world?

Written Exercise : —

Write paragraphs for class discussion, answering the above questions.

(3)

Plans and Preparations

a. His plans and how they were received.

b. Preparation of the fleet.

Five ships, *Victoria*, *Santiago*, *Trinidad*, *San Antonio*, *Concepcion*.

c. Ships compared with those of to-day: size, signals (lights), compass, crew (237 men), cargo.

Expressive Activities : —

Paint flags of Spain and Portugal. Make a model of one of Magellan's ships. Get pictures to illustrate your comparison of ships.

Select one section and write out the conversations of the different persons, as a play. Make scenery and costumes. Choose characters, and act your play.

Study as many of the following topics as you can. Talk over those that you study, and write the stories.

4. Landings and Discoveries.

5. A New Water Passage.

6. Voyage on the Pacific.

7. Adventures in the Philippines, Death of Magellan.

8. Return of the *Victoria*, Welcome Home.

9. Results of the Voyage.

10. Magellan, the Great Navigator.

11. The World before Magellan and after.

CXIX

STUDIES FROM DICKENS

Indirect Quotations

(1)

Read:—

"Well, Mr. Johnson," said Miss Crummles, seated there in full regal costume, "next week for Ryde, then for Winchester, then for—"

"I have some reason to fear," interrupted Nicholas, "that before you leave here my career with you will have closed."

"Closed!" cried Miss Crummles, raising her hands in astonishment.

"Closed!" cried Miss Snevelicci (Snev-il-ic-ci).

"Why he don't mean to say he's going!" exclaimed Miss Grudden, making her way toward Miss Crummles.

"Hoity toity! nonsense."

Nicholas briefly said that he feared it would be so, although he could not yet speak with any degree of certainty.

— From *Nicholas Nickleby*.

Read all the quotations in the above selection.

They give the exact words of the different people.

Quotations that give the exact words of the persons quoted are called direct quotations.

Notice the last paragraph. Is it a quotation? It tells what Nicholas said, but does not give the exact words that he used. It is called an *indirect quotation*.

Indirect quotations are not inclosed in quotation marks.

If what Nicholas said were written as a direct quotation, it would read:—

“I fear it will be so, although I cannot yet speak with any degree of certainty.”

(2)

Read:—

He lay in bed all that day, dozing and dreaming, and looking at Mr. Toots; but got up on the next and went downstairs. Lo and behold, there was something the matter with the great clock; and a workman on a pair of steps had taken its face off and was poking instruments into the works by the light of a candle! This was a great event for Paul, who sat down on the bottom stair and watched the operation attentively, now and then glancing at the clock face, leaning all askew, against the wall hard by, and feeling a little confused by a suspicion that it was ogling him.

The workman on the steps was very civil, and, as he said, when he observed Paul, “How do you do, Sir?” Paul got into conversation with him, and told him he hadn’t been quite well lately. The ice being thus broken, Paul asked him a multitude of questions about chimes and clocks, as whether people watched up in the lonely church steeples by night to make them strike, and how the bells were rung when people died, and whether those were different bells from wedding bells, or only sounded dismal in the fancies of the living. Finding that his new acquaintance was not very well

informed on the subject of the curfew bell of ancient days, Paul gave him an account of that institution, and also asked him, as a practical man, what he thought about King Alfred's idea of measuring time by the burning of candles; to which the workman replied that he thought it would be the ruin of the clock trade if it was to come up again. In fine, Paul looked on until the clock had quite recovered its familiar aspect and resumed its sedate inquiry; when the workman, putting away his tools in a long basket, bade him good day and went away.

— From *Dombey and Son*.

Notice that in the second paragraph of the above selection Paul and the workman talk, but usually their exact words are not given. The *quotations are indirect*.

How many remarks does Paul make? How many the workman? Read them separately.

What one *direct* quotation is given?

"Paul got into conversation with him, and told him he hadn't been quite well lately." How would you write as a direct quotation, "he hadn't been quite well lately"?

Rewrite the entire paragraph, changing all the indirect quotations to direct.

(3)

"I don't know what day of the month it is," said Scrooge. "I don't know how long I have been among the spirits. I don't know anything. I'm quite a baby."

"It's Christmas Day!" said Scrooge to himself. "I haven't missed it. The spirits have done it all in one night. They can do anything they like. Of course they can."

"I'll send it to Bob Cratchit's," whispered Scrooge, rubbing his hands and splitting with a laugh. "He shan't know who sends it. It's twice the size of Tiny Tim."

—From *A Christmas Carol*.

Rewrite the above quotations as indirect quotations.

CXX

BUSINESS LETTER WRITING

(1)

Usually in a large business, several people are associated together in a firm or company, and have an especial name by which they are called and which must be used in writing to them, as Silver, Burdett & Co., George S. Small, Jr., and Company, White Bear Spring Co., Coult & Howell.

In writing business letters either to individuals or to companies it is customary to write the name and address at the head of the letter above the salutation.

The salutation is more formal than in a personal letter. The common form in writing to an individual is *Dear Sir*, to a firm or corporation, *Dear Sirs* or *Gentlemen*.

Copy : —

George S. Small, Jr., and Company,
62 Broadway, New York.

Dear Sirs : _____

White Bear Spring Company,
600 Washington Square,
New York.

Gentlemen : _____

State Normal School,
Oshkosh, Wisconsin,
Jan. 5, 1906.

American Paper Company,
510 West 23d St., New York.

Dear Sirs :

Kindly send to me at the above address, at your earliest convenience, 500 embossed letter heads, like the inclosed sample, and charge to the account of the State Normal Board.

Yours sincerely,

R. H. Halsey,
President.

510 West 23d St., New York,
Jan. 9, 1906.

R. H. Halsey,
Oshkosh, Wisconsin.

Dear Sir :

Your order for 500 letter heads is received and shall receive our prompt attention.

Yours truly,
American Paper Company.

Per C.

(2)

The closing phrase to a business letter is usually simply, *Yours truly* or *Yours sincerely*, or sometimes *Yours very truly* or *Yours respectfully*.

The address of the writer of a business letter should always be given. If it is not printed on the letter head, it should be written either with the heading or after the signature.

Copy : —

Yours sincerely,
Lanpher, Finch, and Skinner,
240 Fourth St.,
St. Paul, Minnesota.

Yours very sincerely,
T. D. Merwin,
85 Wall St., New York.

(3)

Write headings, salutations, closing phrases, and signatures for letters from Hughes and Hughes, 1780 Third Ave., New York, to F. A. Rising, Winona, Minnesota.

From Owen Moore & Co., 280 Congress St., Portland, Maine, to the National Cash Register Co., 1170 Broadway, New York.

From Dr. F. A. Skaife, University Club, San Francisco, California, to M. D. Painter, Hotel Pintoresco, Pasadena, California.

A woman signing her name to a business letter should always indicate whether she is married or single. It is done in this way:—

(Miss) Marian Hill.

Mrs. E. S. (Grace) Eaton, or if a widow (Mrs.)
Helen C. Stacy.

In writing to a woman on business use the form of salutation *Dear Madam* or *Dear Madame*, using the latter for a married woman only.

On the envelopes the addresses should be—

Miss Marian Hill.

Mrs. E. S. Eaton.

Mrs. Helen C. Stacy.

Copy the above signatures and addresses.

Play that the different members of the class are in business. Use the names of business houses that you know, and write letters to one another.

CXXI

THE POST

(1)

If you were really to send your letter, how would it get to the place where your friend is? Find out all you can about the different people who would help it along, the different vehicles it would travel in, and what would be done to it along the route.

Suggestions : —

The letter box. The postman. The post office.

The postmaster. What he does to the letter.

The mail bag. The mail car. The men in the mail car. What they do with the letter.

The mail wagon.

The post office again.

The letter carrier.

If you can, visit the post office and find out all about the way letters are sent. Talk about it fully in class; then write the story of your letter's journey, using the outline given above.

Read : —

You see, it takes many people to carry your letter, and all that you have to pay for what they do is the price of a postage stamp.

Your government does all this for you. It costs the government a great deal to carry all the letters and papers of all the people.

A portion of this expense is met by the sale of postage stamps, which the government makes. Where does the remainder of the money needed come from?

The President appoints a man known as the *Postmaster General*, who has charge of all the business of carrying the mails. The President and the Postmaster General appoint all the postmasters and other people who have anything to do with the mail. They make contracts with the railroad and steamboat companies and other people to carry the mail bags from one post office to another.

If your letter is sent to a foreign land, as England or Russia, it will find other people in that country all ready to take it and carry it to the person to whom it is written. These people are appointed by the government of that country.

So you can send a letter anywhere in the civilized world, and be quite sure that, if you direct it correctly and add the proper postage, it will reach the person to whom you send it.

Is it not wonderful, what the great, busy world does for even the youngest and littlest of us?

Read what is given here and find out all you can from other sources about what the government does in order that we may send letters where we wish, and how it does it.

Tell in class what you have found out.

Write the story of the travels of a letter.

Read :— (2)

It is very important that you direct all letters carefully. If you do not, the postmaster will not know where to send them.

Many letters are mailed every year so badly directed that they cannot be sent to the person for whom they are intended.

If the postmaster can tell who sent such a letter, he returns it to the sender for better direction. A business man usually has printed on the outside of his envelopes his name and address, so that a letter not properly directed, or sent to people who cannot be found, may be returned to him.

There is in Washington a special department for mis-directed and uncalled-for letters. It is known as the *dead-letter office*.

Learn all you can about the dead-letter office and tell about it.

How should letters be addressed ?

Sometimes it is necessary, in order to avoid mistakes, to put upon an envelope even fuller directions than the formal ones given.

For example, your friends, Helen M. Stout and Jack Stout, are visiting their uncle, Alfred Henderson, in Ridgefield, Connecticut. Your friends are not known to the postmaster there. It is well in that case to address the envelope in this way :—

Copy :—

Miss Helen M. Stout,
Care of Mr. Alfred Henderson,
Ridgefield,
Conn.

or,
Master Jack Stout,
Ridgefield,
Conn.

Care of Mr. Alfred Henderson.

Make models of envelopes, and put on them different forms of address.

Expressive Activities :—

If you can, build of thin wood or cardboard a post office, make mail bags and mail wagons. Appoint a postmaster, and send letters to one another through your post office.

Written Exercise : —

Imagine yourself to be a letter. Write a story telling the experiences of your journey, writing on each of the following topics:—

Where, when, and by whom I was written.

What was done with me.

The journey from the letter box to the post office.

What happened at the post office.

How I reached the station.

The journey on the railroad.

What happened when I reached the city to which I was sent.

Experiences in the postman's bag in the new city.

The welcome of friends to whom I was sent.

CXXII**STORIES TO TELL**

Read each of the following stories silently; then tell it in class.

PINE TREE LEGEND

The pine tree is often spoken of as the "sighing pine." The story of its presence in America is this:—

A little young pine was singing with its happy brothers in their woodland home in some far-away

country. A traveler came. Here was a tree he had never seen before, so pretty, and graceful, and musical !

Very carefully he took it from its soil, and carried it across the water to a strange land. The little pine was lonesome, and oh, so homesick ! Is it any wonder that its soft music was changed to sighing, and that it and all its children are still sighing for their native soil ?

BENJAMIN FRANKLIN'S STORY

Dr. Franklin one day related the following story to Thomas Jefferson, who was feeling hurt because some people had found fault with some of his expressions in the Declaration of Independence.

An apprentice hatter, having served his time, was about to open a shop for himself. He wanted a handsome signboard, with this inscription, — "John Thompson, Hatter, makes and sells hats for ready money." Underneath was to be the figure of a hat. But he thought he would let his friends see the inscription first. The first to whom he showed it thought the word "hatter" unnecessary, because it was followed by the words "makes hats," which showed he was a hatter. It was struck out. The next observed that the word "makes" might be omitted, because his customers would not care who made the hats, if only they were good. He struck it out. A third said he thought the words "for ready money" were useless, as it was not the custom of the place to sell on credit. They were parted with. The inscription now read : "John Thompson sells hats." "Sells hats?" said his next friend ; "why, nobody will expect you to give

them away. What then is the use of that word?" It was stricken out, and "hats" followed it, because the figure of a hat was on the sign. So the inscription was reduced to "John Thompson," with the figure of a hat below the name.

Which was the best sign? Why?

CXXIII

BOTH PUZZLED

Tell all the things that you see in the picture on the opposite page. Tell what puzzles them, what you think of this school.

Would you like to go to such a school?

Do you think you would like the teacher? Why?

Write a story suggested by the picture.

CXXIV

ELECTRICITY

(1)

Experiments and Records

If you can, get a long piece of sealing wax and a woolen cloth. Rub the wax hard with the cloth, then touch the wax to small pieces of paper and some balls made of pith, and see what happens.



BOTH PUZZLED

NICOL

Get a glass rod, or a straight lamp chimney, and rub it with a silk handkerchief. Then touch the glass to different small, light objects, and observe what happens.

Touch the wax and the glass, after rubbing, to your knuckles. What do you observe?

Write an account of your experiments and the results. What is it that you have produced by rubbing the wax and the glass?

Did you ever notice the sparks when you stroked the cat on a cold day? The sparks are caused by this same force, called *electricity*.

On a clear cold morning shuffle your feet over the carpet, then quickly touch your knuckles to the key in the door, or some other metal. What do you see and feel? The shock and spark are caused by electricity. Tell the class about what you did, and the result.

Write a full account of all you have done, in a letter to a friend.

(2)

FRANKLIN

Read:—

Dr. Benjamin Franklin was one of the wise patriots who, in the days of the Revolution, helped to make this country of ours a great nation. But he did more than that. He was a student of nature, and he found out many facts which are yet of very great value to us all. In his day, people knew very little about electric-

ity, that wonderful force which now drives our cars, lights our streets and houses, and turns the wheels of many great factories. They saw the lightning in the heavens and were afraid of it. They thought it was a sign of the wrath of God toward wicked men.

For a long time men had noticed that if a glass rod were rubbed with silk, it would give off sparks, and they called this electricity, but they little thought that the lightning was merely a big electric spark.

Dr. Franklin had studied these sparks, and he had watched the lightning, until he had come to believe that they were caused by the same force. In order to find out whether this was true or not, he made a large kite of silk and put an iron point on the top of it. Then he took a long hemp cord and fastened one end of it to the kite; on the other end he tied a piece of silk cord, and to this he hung a key.

One day when there was a thunder shower, he went out into the country and sent up his kite, holding the silk cord in his hand. Pretty soon there came a flash of lightning. Dr. Franklin was watching his cord, and at once he saw it shake as if it had been struck. Then he put his fingers to the key and saw a spark and felt a shock such as he had caused by the use of his glass rod and silk. He knew then that what he had believed was true,—lightning was electricity, and the air was full of it. It could be controlled and made of use to men. This was a great discovery. Many men were studying the problem, but to Dr. Franklin belongs the credit of first solving it.

Tell this story in class.

Name all the uses of electricity that you can.

Learn all you can about some one instrument or machine that makes use of electricity, and write a description of it as complete as you can.

Find other stories of Dr. Franklin, and tell them in class. Write one of them.

CXXV

VERB STUDY

(1)

Read:—

Young men, you are the architects of your own fortunes. Rely upon your own strength of body and soul. Take for your star self-reliance. Think well of yourself. Strike out. Assume your own position. Rise above the envious and jealous. Live above the mark you intend to hit.

—PRESIDENT PORTER of Yale College to his students.

Do you think President Porter's advice good?

Talk about it sentence by sentence until you are sure what it means. Pick out the sentence you like best and write it in your notebook as a motto.

What kinds of sentences do you find in this paragraph?

How many of each kind are there?

Why is the comma used after *men* in the first line?

Which of these sentences tell the young man to do something? In each sentence after the first there

is one word that tells what to do. It is a word that expresses *action*. In the second sentence this word is *rely*; in the third it is *take*. Find the *action words* in the other sentences. Write them all in a column.

Copy in your notebook : —

A word that expresses action is called a verb.

What are nouns? Adjectives?

Select a page of your reader, pick out all the *action words* on it, and write them in a column.

(2)

The first sentence of the selection at the beginning of this lesson has no action word in it, yet it has a verb. Can you find it?

The verb is *are*.

Are does not show action; yet it tells something.

He liveth long who liveth well;

All else is life but flung away;

He liveth longest who can tell

Of true things truly done each day.

— H. BONAR.

He most lives

Who thinks most, feels the noblest, acts the best.

— P. J. BAILEY.

Commit these verses to memory. Copy them in your notebook. Discuss them in class and see if you can tell what they mean.

Find words in them that state something but do not express *action*.

What does each of them state ?

These words are *verbs*.

Look over the page in your reader in which you have found the words of action and pick out all the other *verbs* you can. Write them in a column.

Make together in class a definition of a verb.

Copy in your notebook : —

Words that can be used to state or assert are called verbs.

(3)

Read : —

I have not done injury to men.

I have not been a doer of mischief.

I have not caused hunger.

I have not caused weeping.

I have not taken milk from the mouths of babes.

I have not done injustice.

I have not coveted.

I have not stolen.

I have not been lazy.

I have not been a talebearer in business not mine own.

I have not been deaf to the words of truth.

I have not borne a grudge.

I have not quarreled.

— *Egyptian Book of the Dead.*

Negative Confession.

O Scribe, be not lazy, be not lazy, else thou

Shalt be soundly chastised.

Book in hand, read with thy mouth, and take the advice of those who knew more than thyself.

— *Dauf, the Egyptian Sage.*

Write in one list all the verbs of action in the preceding sentences.

Write in another list all the other verbs that you find.

CXXVI

DEBATE

Have a debate on one or more of the following topics:—

Which it is better to own, an automobile or a horse.

Which is better to have, a bicycle or the money for a bicycle.

Which is more enjoyable, to read a book or play a game.

Of the books that you have read, which is best, and why.

Which you consider the more useful domestic animal, the horse or the cow.

CXXVII

MOVING DAY

Conversation:—

Have you ever had a Moving Day?

Did you enjoy it? Why?

Have you seen your neighbors move?

How did they move things?

What kind of wagon or van was used?

Do they use the same kind of wagon on rainy days as on sunny days?

Written Exercise : —

Write a letter, real or imaginary, telling about your old home and your new one and describing your moving from the old to the new.

Expressive Activities : —

Paint a picture of a moving.

Construct a model of a moving van and tell how you made it.

CXXVIII

THE LARCH AND THE OAK

*Divided Quotations — Word Study**Read : —*

“What is the use of thee, thou gnarled sapling?” said a young larch to a young oak. “I grow three feet in a year, thou scarcely so many inches; I am straight and taper as a weed, thou straggling and twisted as a loosened withe.” “And thy duration,” answered the oak, “is some third part of a man’s life and I am appointed to flourish for a thousand years. Thou art felled and sawed into paling, where thou rottest and art burned after a single summer; of me are fashioned battleships and I carry marines and heroes into unknown seas.”

— THOMAS CARLYLE.

Conversation : —

What does this fable mean?

Reproduce the conversation orally, as a dialogue, one being the oak, and another the larch.

Who speaks first in the fable?

What sentence tells you?

- This sentence divides what the larch said into two parts. It is called a **divided quotation**. Each part of a divided quotation is inclosed in quotation marks.

Read the two parts as one quotation.

Write what the oak said as one quotation.

Look up in the dictionary and discuss in class the meanings of these words: *gnarled, sapling, taper, straggling, withe, duration, flourish, felled, paling, fashioned, marines, heroes.*

Try to use other words instead of them. Can you find any others as good as those in the book?

Read each sentence in the fable.

Can you find any sentence without a verb in it?

Study the sentences on some page of your reader.

Do you find any without a verb?

Write in your notebook:—

Every sentence contains at least one verb.

CXXIX

GLUCK'S SEARCH FOR THE GOLDEN RIVER

Irregular Verbs: See, Saw, Seen—Use of the Dictionary

Read:— (1)

"Listen!" said the little man, without deigning to reply to this polite inquiry. "I am the king of what you mortals call the Golden River. The shape you *saw* me in was owing to the malice of a stronger king, from

whose enchantments you have this instant freed me. What I *have seen* of you, and your conduct to your wicked brothers, renders me willing to serve you ; therefore, attend to what I tell you ! Whoever shall climb to the top of the mountain from which you *see* the Golden River issue, and shall cast into the stream at its source three drops of holy water, for him, and for him only, the river shall turn to gold. But no one, failing in his first, can succeed in a second attempt ; and if any one shall cast unholy water into the river, it will overwhelm him, and he will become a black stone."

After a month or two Gluck grew tired, and made up his mind to go and try his fortune with the Golden River. "The little king looked very kind," thought he. "I don't think he will turn me into a black stone." So he went to the priest, and the priest gave him some holy water as soon as he asked for it. Then Gluck put some bread into his basket, and the bottle of water, and set off very early for the mountains.

* * * * * * *

When he had climbed many hours, his thirst became intolerable, and when he looked at his bottle, he saw that there were only five or six drops left in it, and he could not venture to drink. And as he was hanging the flask to his belt again he *saw* a little dog lying on the rocks, gasping for breath, — just as Hans *had seen* it on the day of his ascent. And Gluck stopped and looked at it, and then at the Golden River, not five hundred yards above him ; and he thought of the dwarf's words, "that no one could succeed except in his first attempt," and he tried to pass the dog, but

it whined piteously, and Gluck stopped again. "Poor beastie," said Gluck, "it'll be dead when I come down again, if I don't help it now." Then he looked closer and closer at it, and its eye turned on him so mournfully that he could not stand it. "Confound the king, and his gold too!" said Gluck; and he opened the flask and poured all the water into the dog's mouth.

The dog sprang up and stood on his hind legs. Its tail disappeared; its ears became long, longer, silky, golden; its nose became very red; its eyes became very twinkling; in three seconds the dog was gone, and before Gluck stood his old acquaintance, the King of the Golden River.

"Thank you," said the monarch; "but don't be frightened, it's all right."

* * * * *

So saying, the dwarf stooped and plucked a lily that grew at his feet. On its white leaves there hung three drops of clear dew. And the dwarf shook them into the flask which Gluck held in his hand. "Cast these into the river," he said, "and descend on the other side of the mountain into the Treasure Valley. And so good speed!"

— JOHN RUSKIN.

Read the story to yourselves.

Then tell it in class, each telling a part.

(2)

Irregular Verbs: See, Saw, Seen.

Search the story for these words in italics: —

See, saw, have seen, had seen.

Copy all the sentences that contain any of these words.

Find in your readers, other books, or the newspapers, these words and copy two sentences containing each of them.*

(3)

Use of the Dictionary

Look up in the dictionary the meanings of these words in the first paragraph of the story: — *deigning*, *polite*, *malice*, *enchantments*, *instant*, *issue*, *overwhelm*.

See how many facts you can find about them. For example, *deigning*. You will first find *deign*. Then you will see *deigning*. You will find several meanings given. Try them in the sentence and see which makes the best sense.

Try using some of their meanings instead of the above words and see which are the best.

Select hard words in the other paragraphs of this story and see who will find out the most facts about them.

* *To the Teacher*. — This is suggested as typical treatment of irregular verbs. When they occur, call attention to them and impress the correct forms by having the children copy them, and also use them in sentences of their own.

Among those to watch for are *run*, *ran*, *run*; *begin*, *began*, *begun*; *spring*, *sprang*, *sprung*; *drink*, *drank*, *drunk* or *drank*; *lie*, *lay*, *lain*; *go*, *went*, *gone*; *bring*, *brought*, *brought*; *eat*, *ate*, *eaten*; *come*, *came*, *come*.

CXXX

CROQUET

Draw a diagram of a croquet ground.

Conversation :—

Discuss the game, referring to the drawing ; tell about the wickets, the balls, the mallets, croqueting, who wins.

Written Exercise :—

Write on the blackboard rules for the game.

Write a letter, describing the last game of croquet that you played or witnessed.

CXXXI

GOD'S MIRACLE OF MAY

Pictures in Words

Read and study :—

There came a message to the vine,

A whisper to the tree ;

The bluebird saw the secret sign

And merrily sang he !

And like a silver string the brook

Trembled with music sweet —

Enchanting notes in every nook

For echo to repeat.

A magic touch transformed the fields,

Greener each hour they grew,

Until they shone like burnished shields

All jeweled o'er with dew.

Scattered upon the forest floor,
A million bits of bloom
Breathed fragrance forth thro' morning's door
Into the day's bright room.

Then inch by inch the vine confessed
The secret it had heard,
And in the leaves the azure breast
Sang the delightful word:
Glad flowers upsprang amid the grass
And flung their banners gay,
And suddenly it came to pass —
God's Miracle of May!

— FRANK DEMPSTER SHERMAN.

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The poem presents a series of pictures. Try to see them all.

Here are a few suggestive questions. Answer them and ask others.

Stanza I: —

What was the *message*? Who brought it?
Why was it *whispered to the tree*? Why a
secret sign?
Why did the brook *tremble*?
Did you ever see a brook like a *silver string*?
Where? What made it so?

Stanza II: —

What was the *magic touch*?
What does *jeweled o'er with dew* mean?
What is the *morning's door*?

Stanza III : —

Does this stanza answer the questions asked above? What was the *secret*?

How did the vine *confess* it?

How did the flowers show their joy?

What is a *miracle*?

Is May a miracle?

CXXXII

SCHOOL GARDENS

Around nearly every schoolhouse there is some land which may be utilized for a school garden. If there is not room enough on the school ground, doubtless you can obtain permission to use a vacant lot near the school. You will find on page 275 a picture of some school children who are working in their gardens; on page 274 are two plans of children's gardens.

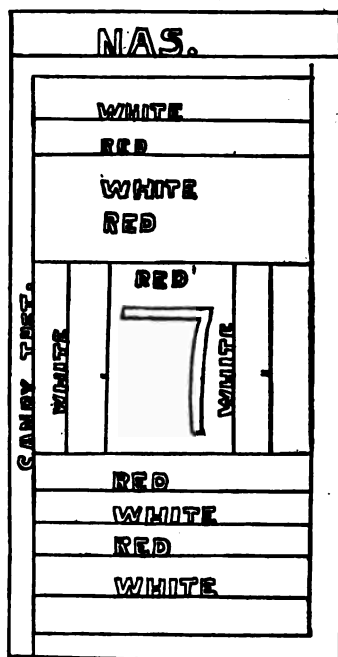
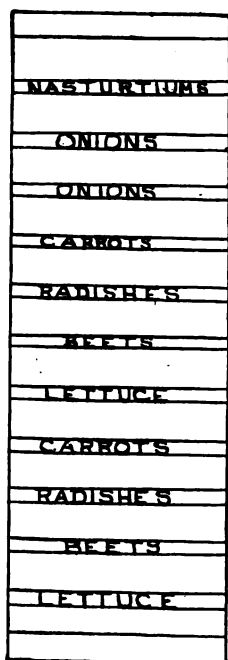
(1)

The School Garden

Make a garden together in your schoolyard. If you cannot do this, some of you perhaps can make gardens at home. You can at least have a box in a window. Watch your garden carefully. Take notes and talk about them in the class. The following outline will suggest some of the things to watch for and to talk and write about.

1. Preparation of the beds.

Tell how the soil was prepared and enriched.



PLANS OF SCHOOL GARDENS

2. The Plan.

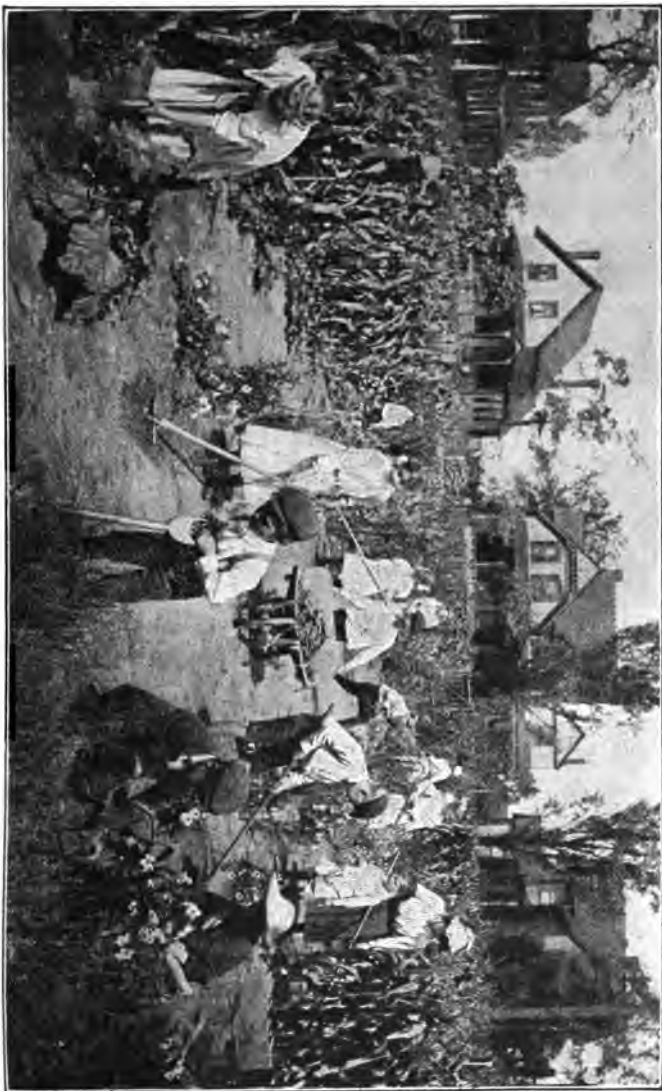
Write an accurate description of the plan for your garden, and make a diagram of it.

3. Tell about the making of the beds and paths.

4. Tell what you planted and why.

5. The Planting.

Write how you planted the different seeds, in what kind of soil, and how deep.



AT WORK IN THE SCHOOL GARDEN

6. The Sprouting.

Watch for the sprouting and give a full account of the time and conditions.

Make a garden calendar, telling the dates of planting, sprouting, and blooming of the different plants.

7. Transplanting or thinning.

Tell what you know about the time for transplanting and thinning the different kinds of plants in your garden. Why should different times be selected for different plants?

8. The Weeding.

Tell what kinds of weeds you found.

Which are the most troublesome?

Write about how you weeded the garden, what tools you used if any, and how often you found it necessary to weed.

(2)

The Insects

Are there insects on the plants in your garden?

Do they do any harm? Find out all you can about them.

(3)

The flower and vegetable show from the school garden.

Have in autumn a display of all the products of your garden. Arrange the articles artistically as to color, size, and kind.

Invite your parents and friends to see what you have done. After your autumn display, send your

flowers to some sick schoolmate or to the Children's Hospital.

After it is all over in the fall, write an account of your garden and of your experiences.

Write a list of the names of your flowers.

Write a list of the names of your vegetables.

Find and copy carefully in your garden calendar quotations from the poets about some of the flowers that you have studied.

CXXXIII

LETTERS OF INVITATION AND REPLIES

Read:—

The Willows,
526 Culver Road,
Rochester, New York.

Dear Ruth:

Mamma has told me that I may give a lawn party on Friday, the twenty-sixth. You will surely come, won't you?

Yours lovingly,
Mary Andrews.

August 15, 1905.

236 University Ave.,
Rochester, New York.

Dear Mary:

It is lovely of you to ask me to your lawn party and I shall be very glad to come.

Your friend,
Ruth Wilson.

August 17, 1905.

1050 Summit Ave.,
St. Paul, Minn.

Dear Jack :

I am to have a birthday party on Saturday, the twenty-fourth. We shall have skating first and games indoors later. Be sure to come and bring your skates.

Your friend,
Henry Allen.

January 16, 1906.

872 Dayton Ave.,
St. Paul, Minn.

Dear Henry :

Your kind invitation to your birthday party is received. I am very sorry, but Billy has the measles and I fear I should not be welcome. I hope you will all have a good time.

Yours mournfully,
Jack Armstrong.

January 17, 1906.

The Willows,
526 Culver Road,
Rochester, New York.

Miss Mary Andrews asks the pleasure of Miss Wilson's company at a lawn party on Friday, August 26.

August 15, 1905.

236 University Ave.,
Rochester, New York.

Miss Ruth Wilson begs to thank Miss Andrews for her kind invitation on August 26, which she accepts with pleasure.

August 17, 1905.

1050 Summit Ave.,
St. Paul, Minn.

Henry Allen invites Jack Armstrong to be present at his birthday party on Saturday, the twenty-fourth. Skating in the afternoon.

January 16, 1906.

872 Dayton Ave.,
St. Paul, Minn.

Jack Armstrong thanks Henry Allen for his kind invitation for the twenty-fourth, and regrets that because of illness in the family he is unable to accept.

January 17, 1906.

Invitations by letter are sometimes *formal* and sometimes *informal*. Here are letters and replies of both kinds. Copy them all carefully.

Write invitations and replies, two of each kind, selecting your own occasions.

(Notice that in the formal invitations the pronouns *I* and *you* are not used.)

CXXXIV

THE SENTENCE

Subject and Predicate

1. *Great deeds cannot die.* — TENNYSON.

This sentence tells about *great deeds*. What it says about them is that they *cannot die*.

2. *Kings have long arms.* — LATIN PROVERB.

What does this sentence tell about? What does it say about them? Every sentence may be divided into two parts. One part names a person or thing; the other says something about it. What it says may be a statement, a question, or a command.

What the sentence is about is called the **subject**.

In the command, the name of person or thing addressed is the subject and is usually omitted.

What is said about the subject is called the **predicate**.

The words *great deeds* are the subject of sentence 1. The words *cannot die* are the predicate.

What is the subject and what the predicate of sentence 2?

Write separately the subject and the predicate of each of the following sentences: —

The bluebird sings in the apple tree.

The mouse ran up the clock.

Edison invented the phonograph.

CXXXV

THE CROW

Adverbs

(1)

Read:—

The cawing of the crow resounds among the woods. A sentinel is aware of your approach a great way off, and gives the alarm to his comrades loudly and eagerly, — Caw, caw, caw! Immediately the whole conclave replies, and you behold them rising above the trees, flapping darkly, and winging their way to deeper solitudes. Sometimes, however, they remain until you come near enough to discern their sable gravity of aspect, each occupying a separate bough, or perhaps the blasted tip-top of a pine. As you approach, one after another, with loud cawing, flaps his wings and throws himself upon the air.

— HAWTHORNE.

Give orally the description of the crows.

Look up the meanings of all words that you do not know.

Pick out those that make the picture clear. Write in three lists the *nouns*, *adjectives*, *verbs*.

(2)

Adverbs

In the second sentence what do *loudly* and *eagerly* tell you?

They describe something, but as it is not a noun, they cannot be adjectives.

They tell *how* the crow cawed. That is, they describe or *modify* the action expressed in the sentence.

What is a word that expresses action called ?

Words that modify verbs are called adverbs.

Loudly and *eagerly* are adverbs.

Find other adverbs in the description.

CXXXVI

WOODMAN, SPARE THAT TREE

Quotations within Quotations — Adverbs — Prepositions

(1)

Read and study : —

Woodman, spare that tree !

Touch not a single bough !

In youth it sheltered me,

And I'll protect it now.

'Twas my forefather's hand

That placed it near his cot ;

There, woodman, let it stand,

Thy ax shall harm it not !

That old familiar tree,

Whose glory and renown

Are spread o'er land and sea,

And wouldst thou hew it down ?

Woodman, forbear thy stroke !

Cut not its earth-bound ties,

Oh, spare that aged oak,

Now towering to the skies !

When but an idle boy
I sought its grateful shade ;
In all their gushing joy,
Here, too, my sisters played.
My mother kissed me here ;
My father pressed my hand —
Forgive this foolish tear,
But let that old oak stand !

My heartstrings round thee cling,
Close as thy bark, old friend !
Here shall the wild bird sing,
And still thy branches bend.
Old tree, the storm shall brave !
And, woodman, leave the spot ;
While I've a hand to save,
Thy ax shall harm it not.

—GEORGE P. MORRIS.

(2)

THE STORY OF "WOODMAN, SPARE THAT TREE"

Read :—

"Woodman, spare that tree" is a fine poem ; Morris never wrote a better one. He told the history of it as follows : "Riding out of town a few days ago, in company with a friend, an old gentleman, he invited me to turn down a little romantic woodland pass, not far from Bloomingdale. 'Your object ?' I inquired.

"'Merely to look once more at an old tree, planted by my grandfather, long before I was born, and where my sister played with me. There I often listened to the good advice of my parents. Father, mother, sisters, all

are gone ; nothing but the old tree remains.' And a paleness overspread his fine countenance, while tears came to his eyes. After a moment's pause, he added : 'Don't think me foolish. I don't know how it is ; I never ride out but I turn down this lane to look at that old tree. I have a thousand recollections about it, and I always greet it as a familiar and well-remembered friend.'

"These words were scarcely uttered when the old gentleman cried out, 'There it is !' Near the old tree stood a man with his coat off, sharpening an ax. 'You are not going to cut that tree down, surely ?' 'Yes, but I am, though,' said the woodman. 'What for ?' inquired the old gentleman, choking with emotion. 'What for ? I like that. Well, I will tell you ; I want that tree for firewood.'

" 'What is the tree worth to you for firewood ?'

" 'Why, when down, about ten dollars.'

" 'Suppose I should give you that sum,' said the old gentleman, 'would you let it stand ?'

" 'Yes.'

" 'You are sure of that ?'

" 'Positive.'

" 'Then give me a bond to that effect.'"

— REV. W. M. THAYER.

Tell the story.

Observe the quotation marks in this story. They are of two kinds, — (') and (" "). These marks (" ") are repeated at the beginning of each paragraph.

In a long quotation the first quotation marks (" ") are repeated at the beginning of each paragraph or stanza.

The whole story, beginning with "Riding out of town" in the first paragraph, is a quotation from Mr. Morris, the author of the poem.

The other quotations are remarks repeated in his story. In the last line of the first paragraph, 'Your object,' is such a remark repeated. It is a *quotation within a quotation*.

A quotation within a quotation is indicated by single marks, thus (' ').

Point out other quotations within quotations in the story.

(8)

Adverbs

What does *never* in the second line of the story tell?

It modifies the word *wrote*.

In the sentence, *There I often listened to the good advice of my parents*, what does *there* tell?

It modifies the word that expresses action.

What is that word?

What are words that modify verbs called?

'*Adverbs*, you see, answer several questions about the action of verbs, such as, *how? when? where?*

Find as many *adverbs* as you can in this story.

(4)

Prepositions

Read the following:—

He told the history — it as follows.

“Riding out — town a few days ago, — company — a friend, he invited me to turn — a little romantic woodland pass, not far — Bloomingdale.”

It doesn't make very good sense, does it?

Now read it, supplying in the blanks, in order, these words: *of, of, in, with, down, from*.

Observe that these words are all used before nouns or pronouns. *Of* shows that *it* is what the *history* is about. It shows the relation of *it* to *history*. These words are called **prepositions**.

Words that introduce a phrase modifier and show the relations of nouns and pronouns to the other words of a sentence are called prepositions.

Name the prepositions in the story.

CXXXVII

REVIEW

Conjunctions

(1)

Read:—

“How can I ever thank you for all the deep obligations you impose upon me every day?” said Nicholas.

“By keeping silence upon the subject, my dear sir,”

returned brother Charles. "You shall be righted. At least you shall not be wronged. Nobody belonging to you shall be wronged. They shall not hurt a hair of your head, or the boy's head, or your mother's head, or your sister's head. I have said it, brother Ned has said it, Tim Linkinwater has said it, we have all said it, and will all do it. I have seen the father — if he is the father — and I suppose he must be. He is a barbarian and a hypocrite, Mr. Nickleby. I told him, 'You are a barbarian, sir.' I did. I said, 'You're a barbarian, sir.' And I am glad of it. I am very glad I told him he was a barbarian — very glad indeed!"

— CHARLES DICKENS, *Nicholas Nickleby*.

How many quotations do you find in these paragraphs? How many quotations within quotations? Write them out.

Why is a comma used after *subject* in the second paragraph? Why after *head* three times in the same paragraph?

(2)

Conjunctions

In the sentence beginning, *They shall not hurt a hair of your head*, observe the word *or*.

In the next sentence you find the word *and*. Do you see its use?

There are some words that are used merely to tie words or sentences together. Some of them are *and*, *or*, *but*, *if*.

Words that connect words or sentences are called **conjunctions**.

The word *conjunction* means *joining together*.

CXXXVIII

THE STORY OF A SPOOL OF THREAD

Learn all you can about the thread's history, following the suggestions given below and making notes on each point as you proceed.

Conversation : —

Talk over each step in class, and tell the story of each.

(1)

Raising the Cotton

Discuss where it is raised, in what climate, on what kind of soil ; who the workmen are that are chiefly engaged in raising cotton ; the planting, the cultivating, the picking ; cleaning the fiber ; packing ; shipping.

(2)

The Thread

Discuss cotton mills, where located, whether large or small ; preparing the cotton for spinning ; the spinning into thread ; the spools, made from what, where made ; winding the thread ; packing in cases.

(3)

Transportation and Selling

Discuss the drays and draymen, the freight train or boat, the freight depot, carrying to the store, putting on the shelves, selling, carrying home; the present owner; the use of cotton.

(4)

Written Exercise :—

Pretend you are a spool of thread and write your history.

Be careful to obey all the rules for capitals and punctuation that you have learned.

Gather samples of cotton at each stage from the ball to the spool of thread.

Gather pictures of the various processes.

Use these samples and pictures to illustrate your story.

CXXXIX**THE HONEY BEE**

(1)

Study :—

Busy body, busy body,
Always on the wing;
Wait a bit
Where you have lit,
And tell me what you sing.

Up in the air again,
Flap, flap, flap!
And now she stops,
And now she drops,
Into the rose's lap.

Come just a minute, come,
From your rose so red;
Hum, hum,
Hum, hum,
That was all she said.

Busy body, busy body,
Always light and gay;
It seems to me,
For all I see,
Your work is only play.

— ALICE CARY.

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What is a *busy body*?
Why does Miss Cary call the bee a *busy body*?
Is it a good name for a bee?
What is the *rose's lap*?
Has the rose a lap?
Is the bee's work only play?
What do you suppose the bee thinks of us?

(2)

Learn all you can about the honey bee.
If possible, watch bees at work and at home.
Tell in class all you have observed or found out
about the bee.

Where do bees live ?

Where do the bees carry their honey ?

How many wings has a bee ?

What colors do they wear ?

Where do the wings and legs grow ?

CXL

THE FIREMAN

(1)

Did you ever stop to think how many people stand ready to serve you, to supply your wants, to protect you from danger, to take care of your property, to guard your lives ?

There are the postmen of whom you have heard, the army of soldiers, the navy of vessels and sailors. All these the United States Government provides for your protection.

Your town or your city also does much for you.

Among those who serve you are the firemen, who protect your lives and property from injury by fires.

Visit a fire-engine house if possible. Learn all you can about the firemen and tell in class : —

Who appoints them, who supports them, where the city gets the money, what kind of men must

To the Teacher : — If you cannot study a fire department with your class, take any other branch of the public service.

be chosen, what tests are applied, what training they must take, what their work is.

Would you like to be a fireman? Why?

Find out and name all the different kinds of wagons and other vehicles and apparatus the firemen use.

What kind of horses have they? How are they trained?

Tell a story of a fire-engine horse.

Written Exercise : —

Write a description of a fire engine.

Write an account of some large fire that you have witnessed.

Imagine yourself a fireman and write a letter to your mother telling of your life and work.

Expressive Activities : —

Make models of fire engines or other apparatus.

Draw a picture of firemen going to a fire.

Collect pictures of the firemen and fire apparatus.

(2)

HOW JOHN BURNS, FIREMAN, SAVED A BOY

Read : —

Thirteen years have passed since, but it is all to me as if it had happened yesterday, the clanging of the fire bells, the hoarse shouts of the firemen, the wild rush and terror of the streets; then the great hush

that fell upon the crowd; the sea of upturned faces with the fire-glow upon it; and up there, against the background of black smoke that poured from roof and attic, the boy clinging to the narrow ledge, so far up that it seemed humanly impossible that help could ever come.

But even then it was coming. Up from the street, while the crew of the truck company were laboring with the heavy extension ladder that at its longest stretch was many feet too short, crept four men upon long, slender poles with cross-bars, iron-hooked at the end. Standing in one window, they reached up and thrust the hook through the next one above, then mounted a story higher. Straight up the wall they crept, looking like human flies on the ceiling, and clinging as close, never resting, reaching one recess only to set out for the next; nearer and nearer in the race for life, until but a single span separated the foremost from the boy. And now the iron hook fell at his feet, and the fireman stood upon the step with the rescued lad in his arms, just as the pent-up flames burst lurid from the attic window, reaching with impotent fury for its prey. The next moment they were safe upon the great ladder waiting to receive them below.

Then such a shout went up! Men fell on each other's necks and cried and laughed at once. Strangers slapped one another on the back with glistening faces, shook hands, and behaved generally like men gone suddenly mad. Women wept in the street. The driver of a car stalled in the crowd, who had stood through it all speechless, clutching the reins, whipped his horses into a gallop and drove away, yelling like a Comanche, to relieve his feelings. The boy and his rescuer were

carried across the street without any one knowing how. Policemen forgot their dignity and shouted with the rest. Fire, peril, terror, and loss were alike forgotten in the one touch of nature that makes the whole world kin.

Fireman John Burns was made captain of his crew, and the Bennett medal was pinned on his coat on the next parade day.

—JACOB A. RUS. From "Heroes Who Fight Fire," *The Century*, Vol. LV, p. 483, February, 1898.

Tell this story in class.

Study this story paragraph by paragraph. Try to pick out the words that make it vivid.

Make lists of them. Mark the list of nouns *n*, of adjectives *adj*, of verbs *v*, of pronouns *p*.

Which list is longest?

What words do you think make pictures brightest, nouns, adjectives, or verbs?

CXLI

REVIEW

Sentences

There are four kinds of sentences:—

Those that *tell* or *make statements*. (Declarative sentences.)

Those that *ask questions*. (Interrogative sentences.)

Those that *command, request, direct*. (Imperative sentences.)

Those that *exclaim*. (Exclamatory sentences.)

All sentences may be divided into two parts, the *subject* and the *predicate*.

Paragraphs

Sentences are usually arranged in *paragraphs*, which are very short chapters, each containing one or more sentences on some one topic or division of the main subject.

Nouns, Adjectives, Pronouns, Verbs, Adverbs, Prepositions, Conjunctions

Names of persons, places, things or thoughts are called *nouns*.

Words used to *describe* nouns are called *adjectives*.

Words that are used *in the place of nouns* are called *pronouns*.

Words that can be used to *assert* or *state* are called *verbs*.

Words that tell *how, when, and where* are called *adverbs*.

Words that introduce a phrase modifier and *show the relations* of nouns or pronouns to other words are called *prepositions*.

Words that *join words or sentences* are called *conjunctions*.

Words used to *express sudden feeling* are called *interjections*.

Capital Letters

Capital letters are used to begin : —

The first words of all sentences.

The first words of all lines of poetry.

Direct quotations.

All names of God and the Bible.

O and I.

All names of persons and places.

All names of things personified.

All names of months and days.

Headings and titles.

Punctuation Marks

The period is used after : —

Sentences that tell.

Sentences that command.

Abbreviations.

Dates.

The question mark is used after sentences or words that ask questions.

The exclamation point is used after sentences or words that exclaim.

The comma is used : —

After the names of persons addressed, except at the end of a sentence.

After the different parts of a letter's heading and closing.

To separate the parts of a sentence, when needed to make the meaning clear.

To separate words in a series.

Quotation Marks

Quotation marks are used to inclose direct quotations.

Single quotation marks are used to inclose quotations within quotations.

Indirect quotations do not give the exact words of the person quoted. They are not inclosed in quotation marks.

Word Marks

The apostrophe is used to indicate contractions, and also with or after s, to denote possession.

The hyphen is used to separate two words that are used also at the end of a line to show that a word is between syllables.

Names and Initials

The surname is the family name.

The other parts of a person's name are called the given name or Christian name.

An initial is the first letter of a name used alone. It is always written as a capital and is followed by a period.

Parts of a Letter

The heading tells where and when the letter is written, and sometimes gives the name and address of the person to whom it is written.

The salutation gives the name or title of the person addressed, usually with some polite or friendly phrase.

The signature is the name of the writer, written at the end of the letter.

The closing phrase is a polite or formal phrase placed before the signature.

NOTES TO TEACHERS

Note A. — After the children have read the story, let them tell it as they remember it.

Let some one begin and tell a little. Then let others take it up in succession so that several shall talk. Finally let some one tell the whole story ; and let others follow.

The story should be told over and over by the children.

The stories thus told should be reviewed from time to time.

Encourage the children to discuss the story and the characters. Then let them select their characters and act the story, one being the bean, one the coal, etc.

Also, they should illustrate it in different ways, using various media of expression, as clay, paints, scissors, and paper.

The various things constructed may often profitably be assembled on the sand table, making a complete picture of the story. This is a most valuable means of clarifying impressions, always an essential to clear expression. The making utilizes motor activity. The assembling of the different articles on the sand table produces unity of impression as well as clearness. The children should always describe orally and freely both the individual articles made and the composite picture.

This is suggested as suitable treatment for the earlier lessons, based on stories told or read.

Note B. — The expressive activities should not be deferred to the last, but should be employed along with the other arts of expression. As the children study the object, they should put their new-found knowledge and their ideas not only into words but into tangible form. This clarifies their ideas and aids the expression in words.

Note C. — The use of guide words to direct the telling of stories is both an aid to the memory and a particularly good exercise for developing a vocabulary. Before the lesson, the words should be written on the blackboard, where the children can refer to them freely and follow them with the eye while telling the story. The exercise should be only an occasional one, lest freedom be destroyed.

Only a few of the words should be written on the board at a time, and these should be changed from time to time. This will prevent mechanical and uniform phraseology.

Note D. — The accompanying lessons (pp. 79–81), under the heading History and Geography, are intended as types of correlated work, the regular school topics in other subjects being used as the basis for language exercises.

If the Dutch discoveries do not come into your own regular work, it may be better to select a topic from your course of study, instead of this one, and treat it in a similar way.

In any case, as local history and geography quite commonly are found in courses of study for the third grade, it would be well, either in addition to these lessons or in place of them, in like manner to base much language work upon the study of the geography and early history of your own state and its most important city or cities.

However, the story of the founding of New York, the largest city of our country, is a good one for the children, even if it does not fall within the local course of study.

A list of topics is here suggested. Questions are given for three; others may be developed by the teacher. Henry Hudson; Preparation for the Voyage; The *Half-Moon*; The Voyage; Discovery of the Hudson River; Settlement; Building a Fort; Buying Manhattan Island; Geography of New York Harbor and Hudson River; Life in New Amsterdam; Troubles with the Yankees; Peter Stuyvesant; Rip Van Winkle as a type; Occupation, dress, social customs, education.

Note E. — This (pp. 130–142) is a type lesson in the correlation of literature with language instruction.

The teacher should familiarize himself with the story of Beowulf, if it is not freshly in mind. It may be obtained from public libraries usually. *Heroes of Myth*, an inexpensive book published by Silver, Burdett and Company, gives the story adapted for children, and is sufficiently full for the needs of this work. If no fuller edition is conveniently accessible, what is given here will suffice for a very interesting series of lessons.

The story of Beowulf was chosen because it is the great early epic of our race, and is full of interest and "action."

Other classical stories may profitably be developed in like manner, such as the Homeric tales and stories of Bible heroes.

Method: —

The class will read the portion of the story for the day as it is given in the book, the teacher amplifying and explaining as needed or as he may desire. Then the class will tell the story, either in parts in sequence, or each one telling the entire story, as many telling it as

possible. The story should be told many times, until all the pictures are clear to every child. All the questions asked in the book should be answered and many more.

Then as many of the class as can, should go to the blackboard, the remainder taking paper and pencil at their seats. All should write the story carefully, using the words placed by the teacher on the blackboard, in proper places.

When the writing is finished, careful criticism should follow, taking note of: *Accuracy, fullness, choice of words, punctuation, capitals, sentences, paragraphs, spelling, neatness.*

The corrected story should be carefully copied into the notebooks and preserved for future reference.

Both coöperative and independent work should be done.

At the end, each child should write the *whole story* of Beowulf. This may seem a difficult task, but if the parts have been carefully developed, the children will do it both joyously and well.

The rules for the mechanics of writing, already developed, should be repeatedly referred to, so that the children may see their importance in making plain the meaning.

Searching in readers for illustrations of these rules makes profitable exercises.

"Guide words," chosen by the teacher, may profitably be written on the blackboard, for study by the children, before each lesson.

It is a good exercise to make plays of the different significant scenes and have the children act them, using suitable costumes and stage properties made by themselves. The children should make their own dialogues for the plays.

Note F. — The story of Beowulf's last days is here briefly told. The teacher may amplify it at his pleasure.

It may be treated as one lesson or divided into several, the teacher suggesting questions and outlines and selecting the words to put upon the blackboard as a guide to the children.

Note G. — This is a series of lessons with Geography and History for their theme, based on the study of the life and voyage of Ferdinand Magellan, the greatest of the world's navigators. If this does not fit the local course of study, similar lessons may be prepared on some other theme in history and geography.

To be kept always in mind. — *Freedom and fluency* come first; *accuracy and correct forms* follow. *First, stimulate thought. Second, encourage full expression. Third, apply technical standards.*

A BRIEF LIST OF BOOKS

Teachers may find these books helpful in developing lessons upon various topics.

Magellan

Magellan, Butterworth.

Magellan, "Heroes of History" Series, Towle.

John Smith

Makers of Virginia History, Chandler.

Stories of the Old Dominion, John Esten Cooke.

Henry Hudson

First Book in American History, pp. 42-49, Eggleston.

Stories of Our Country, pp. 24-29, Johnnot.

Young Folks' Book of American Explorers, pp. 281-307, Higginson.

History of the United States, pp. 54-58, Scudder.

Children's Stories in American History, pp. 292-294, Wright.

The Pilgrims

Story of Our Country, pp. 57-63, Monroe.

Pilgrims and Puritans, pp. 7-70, Moore.

Lee & Shepard's Young Folks' Series, No. 8.

Stories of American History, pp. 18-25, Dodge.

Birds

Birdcraft, Mabel Osgood Wright.

Citizen Bird, Mabel Osgood Wright.

Birds through an Opera Glass, Merriam.

Frail Children of the Air, Scudder.

Everyday Birds, Bradford Torrey.

First Book of Birds, Olive Thorne Miller.

Second Book of Birds, Olive Thorne Miller.

Grasshoppers and Crickets

Life Histories of American Insects, Clarence Moores Weed.
Insect Life, J. H. Comstock.
Zoölogy, Colton.
Nature Study, Lange.
Insects, Howard.

Seeds

All the Year Round Botany, Andrews.
First Principles of Agriculture, Voorhees.
Nature Study, Lange.
Farmer's Bulletin (New York State), No. 28.
Two Hundred Weeds, United States Department of Agriculture.
Bulletins Nos. 50 and 57, Kansas State Agricultural College.

Wheat

Commercial Geography, Adams.
Nature Study, Lange.
Agriculture for Beginners, Burkett, Stevens, and Hill.

Cotton

Farmer's Bulletin (New York State), Nos. 36 and 48.
Carpenter's Geographical Reader, North America.
Commercial Geography, Adams.
The World's Work, January, 1906.

Trees

A Year among the Trees, Flagg.
Familiar Trees and Their Leaves, Mathews.
The Common Trees, Stokes.
The Stories of the Trees, Dyson.
Among Green Trees, J. Rogers.

School Gardens

Children's Gardens (for School and Home), Louise Kline Miller.
Nature Study and Life, pp. 121-228, C. F. Hodge.
How to Make School Gardens, Hemanway.
Garden Making, Bailey.

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